DOCUMENT RESUME

ED 234 659 HE 016 554

AUTHOR McKenna, Barbara, Comp.
TITLE Surveying Your Alumni: Guidelines and 22 Sample Questionnaires.
INSTITUTION Council for Advancement and Support of Education, Washington, D.C.
REPORT NO ISBN-0-89964-212-8
PUB DATE [83]
NOTE 171p.
AVAILABLE FROM Council for Advancement and Support of Education, 11 Dupont Circle, Suite 400, Washington, DC 20036.
PUB TYPE Guides - Non-Classroom Use (055) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Alumni; *Attitude Measures; *Biographical Inventories; College Graduates; *Graduate Surveys; Higher Education; Institutional Research; *Questionnaires; *Research Methodology

ABSTRACT

A guide for conducting alumni surveys is presented, including 22 sample questionnaires. The first section on planning an effective survey strategy includes the following five articles: "Let's Take a Survey" (Cletis Pride); "Surveying Your Alumni: Or an Unexamined College Is Not Worth Loving" (Jocelyn Bartkevicius); "Make Your Survey Scientific" (James H. Frey); "The Postman Rings Thrice: How to Survey Your Alumni through the Mail" (H. Martin Moore); and "Let Your Fingers Do the Walking: The Nine Steps of Surveying Alumni via Telephone" (Robert D. Mills). Seven biographical questionnaire samples and 16 opinion questionnaire samples are provided, along with a selection of cover letters and followup correspondence. Finally, three articles are provided that address the challenge of presenting the survey results: "CSPP Alumni: Where Are They Now?" (Special Report, California School of Professional Psychology); "Who Are the Alumni" (Elise Hancock in "Johns Hopkins Magazine"); and "The Shockley Report" (in "Vanderbilt Alumnus"). Specific topics addressed in the guide include: the problems with many alumni surveys; using standard scientific sampling and research procedures; a time-table for planning mail surveys, and a comparison of face-to-face, mail, and telephone surveys. (SW)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

ED234659

# Surveying Your Alumni

## Guidelines and 22 Sample Questionnaires

Compiled by Barbara McKenna

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

CASE

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

HE 016 554

© by the Council for Advancement and Support of Education
Suite 400, 11 Dupont Circle, Washington, DC 20036

ISBN 0-89964-212-8

Preface

Conducting surveys is a standard part of every alumni director's job. How else can you keep an eye on the whereabouts of a mobile alumni population and keep an ear tuned to its thoughts and needs?

This handbook is designed to help you through every phase of the survey process. Part I will tell you how to plan an effective strategy, whether you decide on a mail or telephone survey. If you do decide on the mail, be sure to use Cletis Pride's "Guidelines for Doing Your Own Mail Survey" on page 3 as a checklist for action. This will improve your survey's chance for success.

Parts II and III of the handbook present a large selection of questionnaire samples on which you can model your own survey instrument. We've broken the sections down into the two most common forms of alumni surveys: biographical and opinion. Be sure to note the distinction, for rarely can you design one questionnaire that will do both jobs--updating your records and measuring alumni attitudes. To ensure the most scientifically valid results of an opinion survey, you need to obtain a high rate of response to your questionnaire. Offering anonymity to respondents is one of the best inducements for a high rate of response.

Among the sample questionnaires, we've also included a good selection of cover letters and follow-up correspondence. Researchers have found that the cover letter is another essential ingredient of a high rate of response.

After your survey is completed, you are faced with the challenge of presenting the results in an interesting and personal manner. Charts and numbers may excite the imaginations of statisticians and sociologists but they don't have much appeal for a general audience. We've found several survey reports that are particularly effective, and they are shown in Part IV.

Good luck with your survey!

Virginia Carter Smith
Vice President

TABLE OF CONTENTS

PART I: BASIC SURVEY TECHNIQUES

"Let's take a survey"
Cletis Pride 1

"Surveying your alumni:
Or, an unexamined college is not worth loving"
Jocelyn Bartkevicius 5

"Make your survey scientific"
James H. Frey 7

"The postman rings thrice:
How to survey your alumni through the mail"
H. Martin Moore 9

"Let your fingers do the walking:
The nine steps of surveying alumni via telephone"
Robert D. Mills 13

PART II: BIOGRAPHICAL QUESTIONNAIRE SAMPLES

Bridgewater College 15
Canisius College 19
Drexel University 21
Hood College 23
Loyola University 33
Northeastern Illinois University 37
The Ohio State University 41

PART III: OPINION QUESTIONNAIRE SAMPLES

Alfred University 43
Bradley University 53
California School of Professional Psychology 63
Canisius College 67
Iowa State University 81
The New School for Social Research 87
Northeastern Illinois University 93
Portland State University 99
University of Central Florida 117

PART III: OPINION QUESTIONNAIRE SAMPLES--continued


University of Nebraska-Lincoln 123

University of Nebraska-Omaha 125

University of New Hampshire 131

University of Oklahoma 135

Vanderbilt University 139

Wake Forest University 145

The Mount Saint Mary's College Model 155


PART IV: REPORTING THE RESULTS


"CSPP Alumni: Where are they now?"
Special Report, California School of Professional Psychology 165

"Who are the alumni?"
by Elise Hancock, Johns Hopkins Magazine 169

"The Shockley Report"
Vanderbilt Alumnus 183

# Part I: Basic Survey Techniques

# Let's take a survey

BY CLETIS PRIDE, PH.D.
*Assistant Vice President*
*National Geographic Society*

"Let's do a survey!" is heard far more often today than it used to be. And with shouts of "chi square!" and "sampling error!" grown men and women sit down to select samples, construct questionnaires, pre-test, analyze data, and generally lie to one another in social sciencese.

I know because I do it myself. You can do the same. How could you possibly go wrong in doing a survey? Let me count the ways: wrong questions, badly worded questions, bad sample, nobody answering, etc., etc., etc.

The most dangerous pitfall, though, may be in placing too much confidence in the method. A major weakness of the scientific method lies in the fact that by trying to measure something, we often change it. What you have in your 'perfect' survey is what opinions people would have if they were asked for their opinions.

### Do you need a survey?

Prior to being asked, Mr. and Ms. Responder may never have given a thought to the question you raised. Or they may have idly mulled it over a bit and decided the answer was "so-so." Now you've asked them to be for it or against it. So they quickly build opinions just for you, then they cuddle them up to their egos and cling to them come hell or high water.

If we were going to be perfectly honest, we'd first try to find the exact boundaries of public apathy on the particular subject that we know to be of life and death importance. You can do this by asking questions like: Did you ever hear of the Doubledome College Quarterly Report? And, do you give a damn? Answers to such questions tend to be discouraging. Which is why many researchers omit the "no opinion" column from survey instruments.

Don't overestimate the knowledge of people you are surveying. And don't overestimate your ability to "educate" them. Everybody knows that Mao-Tse-Tung was — until recently — a Red villain of the worst kind, while Chiang Kai-Shek was one of the good guys, devoted to democracy, free enterprise, and the American way of life. Except 25 percent of the American people, who, in a 1966 survey, identified Chiang Kai-Shek as leader of Red China. And that is not a far-out example; it's run-of-the-mill.

Scandalous as it may seem, you'd find a sizable percentage of the people in your town don't know the name of your president. A good many people who have received your publication for years probably know none of the names on the masthead, including the exact name of the publication in question.

Unforgiveable ignorance? Maybe so, maybe not. The average person — even the loyal alumnus — has problems of his or her own. Alumni worry about their income tax, the funny noises in the transmission, what their bosses really meant by those remarks, and why their children are always burning incense in their rooms. Things like that keep them from giving the president's report the undivided attention it deserves.

Anyway, you may want to consider making provisions in your survey for 'don't knows' and 'no opinions.' It may give you a more accurate idea of the true state of things out there. And it may get you a higher rate of response in the case of mail questionnaires. I'd also recommend using questions that measure the intensity with which opinions are held. Don't go into a survey without asking yourself some questions — and answering them candidly. Such questions as: What problems am I trying to solve? Do I need to take a survey to solve them?

If you are satisfied that your programs are good, if your alumni write or stop you on the street to tell you what a great job you're doing, if you have no shortage of program ideas and suggestions, and — most important — if your paycheck says your boss likes what you're doing — better let sleeping dogs lie.

Otherwise, you may want to consider doing a survey. If so, first state your objectives — in writing. What is it you want to find out? If you can't answer that in a few sentences, turn back. If you don't know what you want, you won't know when you've got it.

### Taking a random sample

If you do know just what you want to find out, next thing to decide is whom to ask. In your case, it may be the entire alumni body. We people in the trade call this the universe.

Now, you can send your questionnaire to your entire universe, either by mailing it to everybody or by binding it into a copy of the alumni magazine. I don't recommend either though. It's too expensive if you mail to everyone and

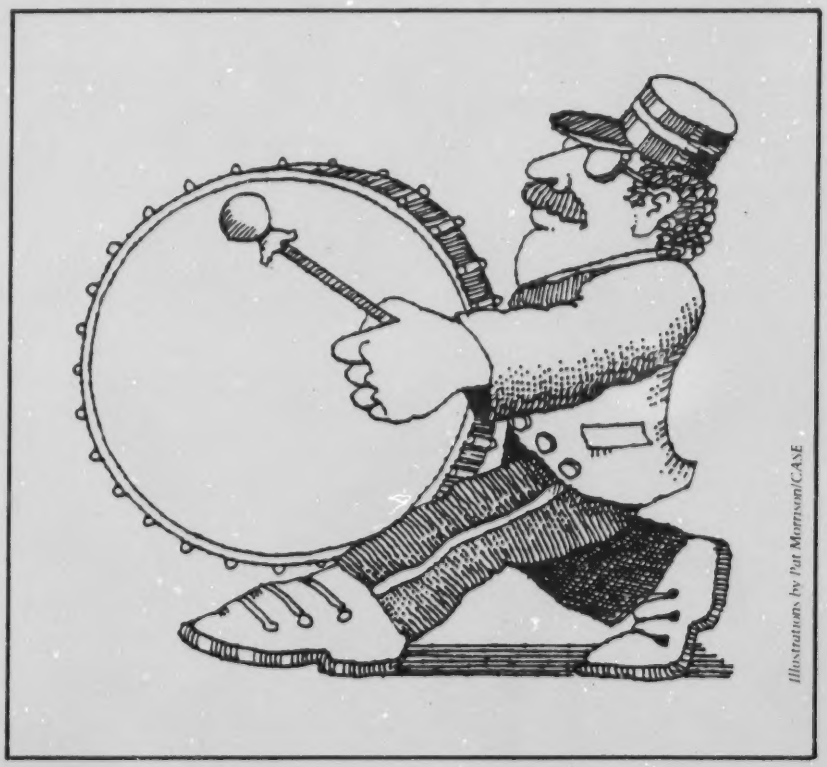


*Illustration by Pat Morrison/CASE*

too inaccurate as an insert.

So I cast my vote for random sampling. The thing to remember when taking a random sample is that everyone in your universe should have an equal chance of being asked. Otherwise you may be introducing bias — and that's a four-letter word.

If you use random sampling, a very, very small sample can accurately reflect the opinions of your entire universe. George Gallup and Lou Harris can use a sample of 1,500 voters, for example, to predict a presidential election within a couple of percentage points. The size of the sample does not have to increase proportionately with the size of the universe. If your universe is 200 people, you should sample about 105. If your universe is 5,000, a sample that gives you 210 responses will be adequate. If the universe doubles — to 10,000 — your sample should go to around 215. For 100,000, it should be about 220. So for your purposes, you would rarely need more than 250 responses—provided the sample is scientifically pure.

How do you take a random sample? It's not as tough as your friendly neighborhood sociologist says it is. A book of random numbers or even a pair of dice—sometimes both — will help. Did you ever see a book of random numbers? Rand Corporation publishes one. It has one million sets of five-digit numbers, covering hundreds of pages — all selected by a computer. I've read most of it. It's duller than a Truth or Consequences re-run. It's a handy tool for a big survey, but for your purposes the table of random numbers found in the appendix of most statistics books will do.

Let's assume our universe is 10,000 and we want a sample of 215. If we're doing a mail survey, we should probably draw about 450 names from our list to be sure we get 215 responses. That means we're going to send a questionnaire to every 22nd member of the universe. We could count to 22, pick that name, count to 44, pick that name, and so on. That's not the best way, though, because it's not exactly random. Instead, go to your random number table and find the first number between one and 22. That will be the first name in your sample. Then take the 22nd name after that, and so on, until you've got all 450 names. That'll make you eligible for the good statistician's seal of approval. My own sampling for a West Virginia University survey involved a random numbers book, a pair of dice, and a 15-inch ruler.

### Writing the questionnaire

Now that we have a sample, let's work on a questionnaire. Keep it short and sweet. Ask no extraneous questions. Your survey probably should stay under 20 questions. Your goal should be a questionnaire that can be answered in five minutes. You may want to use a colored stock and even some illustrations. Be sure to enclose a stamped return envelope.

It's best to use structured rather than open-end questions. If they can check a box or circle a number, they're more likely to answer than if they have to write an essay. It also is going to be much easier for you to analyze. However, you may want to leave room at the bottom for general comments. These can be used to add some human interest when you're writing up results.

Let's not just find out whether our people say "yea" or "nay." Let's find out how intensely they feel about it. In the WVU survey, we had numerous questions asking if people are "very satisfied," "satisfied," "dissatisfied," "very dissatisfied," or have no opinion on specific programs or activities.

By structuring the questionnaire as tightly as possible, we were able to measure attitudes and opinions on 73 subjects—all on a four-page form.

Wording the questions is a tougher job than you might think. You're in trouble if your question means one thing and the respondent's answer means something else. Don't use exotic words, unless absolutely necessary. Don't use words that have two or more meanings. But if you must use them, be sure the context makes the meaning clear. Stay away from loaded questions and dead giveaway words. Don't ask if your magazine can do a better job. The answer is "yes"—but that kind of answer doesn't help you much. Remember that hypothetical questions are likely to produce hypothetical answers. Factual questions produce factual answers. When you're asking multiple choice questions, be sure your respondent knows to check only one answer. Don't ask double-barrelled questions. A "yes" or "no" question like "Would you like to receive the faculty newsletter once a week, or is that too often?" is tough to answer.

Pretests can save your life sometimes. Send your questionnaire to half a dozen people outside your office and ask them to both complete it and offer suggestions. They may show you where some of the questions aren't clear enough.

A fellow named Stanley Payne wrote a book several years ago called *The Art of Asking Questions*. If you're going to do a survey, you should read it. It may be in your library. If not, order it from Princeton University Press. It's not only informative but—believe it or not—it's entertaining.

### Ensuring a high response

After you've decided a survey is called for, set specific goals for it, selected your sample, constructed and printed your questionnaire, you can begin to worry about whether anybody is going to answer. Fortunately, you don't have to rely on prayer alone. Specialists have been working on this while you slept. They've tested different ways of increasing the response rate and described their findings in long, dull articles published in *Public Opinion Quarterly* and other such journals.

First thing you want to do, in addition to enclosing a return envelope and designing a questionnaire that just begs for completion, is to explain to the respondent how important it is that he or she participate. An accompanying letter

carrying a prestige signature can help here. This letter should assure the recipient that he or she will remain anonymous. Many of your garden variety respondents tend to be modest creatures. Some faculty members and students can carry modesty to the very edge of paranoia. Never put a code number on a questionnaire that goes to a faculty member. The prof will get that hunted look and begin muttering about academic freedom and McCarthyism.

Believe it or not, specialists have found that hand-stamping — preferably with a nice commemorative stamp — rather than metering an envelope makes for a significantly higher response. In fact, the more expensive the postage, the higher the response rate — right up through air mail-special delivery. In fact, at least one study has shown special delivery as having the lowest cost per response of any form of mail survey. You need to have everything possible going for you, so consider such things as hand stamping and special delivery. On the other hand, a personalized letter — which would seem logical — does not increase response rate and may even reduce it. Maybe it threatens the respondent's anonymity. Better stick with a form letter. A little gift always seems to help. So maybe you'll want to put a university calendar or football schedule in the envelope.

Maximum response dictates that you follow up your first mailing. One way that has proved effective is sending out a reminder postcard three days after the original questionnaire. Then wait about three weeks and send a second questionnaire just in case they've lost the first. If you haven't coded your first questionnaires, you'll have to send a second to everyone.

Let's hope that this brings your response rate over the magic 50 percent mark. Anything less tends to be suspect.

Why not send out twice as many questionnaires and settle for 25 percent? Well, it's because of that old boogie man, error. The major weakness of a mail survey to begin with is the unmeasurable error introduced by nonresponders. There is a suspicion that the people who don't answer may differ in some basic way from those who do. Maybe the difference is racial, or economic, or by sex, or by age group. If you get 75 percent response from all over age 40 and 10 percent response from all under 30, you've got a lousy survey. The higher the overall response rate, the less likely that is to happen. When you get over the 50 percent mark, you begin to gain confidence that those not answering are just apathetic, that any answers they might have given would be about the same as from those who did respond. Anyway, this is what we hear from the sad-faced grey people who write for *Public Opinion Quarterly*. They follow up questionnaires sometimes by interviewing a sample of non-responders.

A mail survey is not the only kind, of course. It's just the cheapest kind. An interview survey is somewhat more accurate and much more expensive. Interviewers must be trained. If your interviewers aren't well trained, people may lie to them — for many people do give the answers they feel are most wanted in these circumstances.

A second advantage of the interview is that it gives you an opportunity for immediate follow-up on questions. Some people will refuse to participate, but not nearly so many as will fail to return their mailed questionnaires. The fact that people will feel less confident of remaining anonymous may cause some inaccuracy. And interviewers may not record answers correctly.

Never try to do the interviews yourself. Most people will balk at telling you to your face that you're a miserable director. If you really are, you're likely to come up with an inaccurate — though comforting — survey when you do your own interviewing.

Telephone interviews fit somewhere between mail surveys and interviews as far as both expense and accuracy are concerned.

What you get out of a survey is data, which is a nice thing to have around the office in case some social scientist drops in. But data in its natural state is unattractive. It has to be processed, manipulated, sometimes fondled, occasionally machined. You can do it by hand or — impersonal as it may seem — by computer. All you need is a cross-sort, which is about the cheapest thing a computer knows how to do. The most complicated correlations you're likely to want are any relationships between opinions on one hand and age, graduating class, sex, or some other demographic information on the other.

And there's your dehydrated survey. All you need do is add work and worry. You probably have sociologists and statisticians on your campus who can help you with a survey. Use them. But don't let them get the upper hand. Above all, don't let them introduce any of their jargon into your questions. CASE

## Guidelines for doing your own mail survey

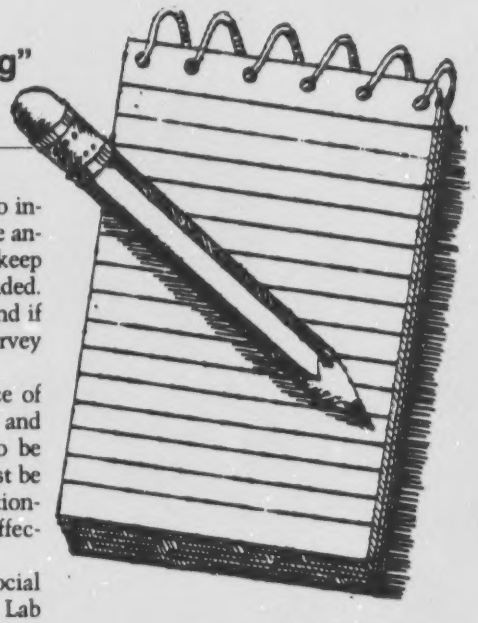
1. Decide what specific problems you are trying to solve. Decide if a survey is the best road to a solution.
2. State the objectives of your survey — in writing.
3. Decide which group(s) the survey should cover (your universe).
4. Decide on the size of your sample.
   - Remember that a 50 percent response rate is good in a mail survey, so plan a sample at least twice as big as the size of the response you'll need.
   - Remember that sample size does not increase proportionately to the size of the universe. If your universe is 200 people, you'll need 105 responses. If the universe is 100,000 people, you'll need 220 responses.
5. Draw your sample, using a random method.
6. Construct your questionnaire.
   - Be brief.
   - Be specific.
   - Pay particular attention to clarity.
   - Use structured (multiple choice) rather than open-ended questions wherever possible.
7. Pretest your questionnaire. Have friends, colleagues, and some representatives of your universe complete the form and suggest improvements.
8. Mail questionnaire.
   - Include stamped, self-addressed envelope and letter explaining importance of participation.
   - Remember that researchers have found positive correlation between cost of postage and response.
9. Mail reminder post card three or four days after questionnaire.
10. Second mailing of questionnaire (either to non-responders or entire sample) should come two to three weeks after first mailing. Again enclose stamped, self-addressed envelope and letter explaining reason for mailing.
11. Tabulate and analyze returns (computer cross-sort helps here).
12. MOST IMPORTANT: Apply what you've learned from your survey.

Reprinted from *Techniques*, June 1973.

# Surveying Your Alumni

## Or, "An Unexamined College Is Not Worth Loving"

BY JOCELYN BARTKEVICIUS
*Editorial Assistant*



Pat Morrison/CASE

An alumni survey doesn't have to be "just another address update." With a survey, you can increase alumni giving, stimulate support for a special project, or discover alumni attitudes. Instead of just producing a mimeographed report of your survey, consider using it in these creative ways: a directory, a book, or a magazine feature.

The questionnaire can be a valuable tool. But it must be designed with special care, so follow scientific methods to get useable results.

Here are three alumni survey projects. Each had a high response rate.

### UNMASKING ALUMNI

What does the typical Notre Dame alumnus think about alma mater? What is he like? (At the time of the survey, there were extremely few women baccalaureates.) The answers make up a feature article, "Unmasking the Notre Dame Alumnus," in the June issue of *Notre Dame Magazine*. The story reports on a survey developed by Dick Conklin. As Notre Dame's director of information services, he wanted to study alumni attitudes.

"Perhaps the hardest part of designing the questionnaire was deciding what we wanted to know" says Conklin. To find out, he polled the PR and development offices and the alumni board. Then, he designed a booklet with 176 closed-answer questions. Closed-answer questionnaires, in which respondents check one of several answers, can be tabulated quickly by computer. Essay answers are time-consuming to tabulate and are more easily misinterpreted, Conklin says.

Even though it took alumni up to an hour to answer all of the questions, 66 percent of the sampling responded. Conklin believes so many cooperated because Notre Dame alumni feel close to alma mater. While some complained that answering the questionnaire was a long ordeal, an equal number wrote that it was fascinating to sort out their thoughts on NDU.

The two follow-up mailings also increased participation. Codes on the answer sheets enabled Conklin to keep track of those who hadn't responded. These people received a second, and if necessary, a third copy of the survey and a cover letter.

Conklin stresses the importance of professional advice in developing and interpreting the questionnaire. To be reliable, he says, your method must be scientific. Before writing the questionnaire, Conklin read as many ineffective surveys as he read good ones.

Professionals in Notre Dame's Social Science Training and Research Lab helped Conklin design the questions. He sent the first draft, for critique, to friends in development at other institutions. He even hired one consultant, a former NDU research sociologist.

Conklin recommends pretesting the finished product. Ten alumni completed Notre Dame's questionnaire then discussed it with Conklin. As a result, he refined certain ambiguous questions.

The alumni body grows younger every year, as larger classes come along. Notre Dame's survey took a random sample of 15 percent of each alumni class, assuring a larger number from the bigger, more recent classes.

Urging candor in the search for attitudes, Conklin suggests that you "never slant the questions to bring favorable remarks, or you'll discover nothing." He found many differences in attitude between recent and past grads. "We would have missed the differences had we been afraid of disturbing answers."

By using the university's research lab programmers and its Computing Center, Conklin avoided expensive private firms. But first class postage for the fat booklets contributed heavily to the $10,000 cost of the survey.

For copies of the questionnaire or for survey results, write to Conklin at NDU, Notre Dame, IN 46556.

### EASY MONEY

Pomona College used a survey to help raise $1 million in cash in six months. A condemned auditorium on campus faced either renovation or destruction. Says Lee Harlan, director of alumni relations, "We asked our alumni which they would like to see done: tear it down and rebuild it, or fix it up? For a questionnaire, we used a return card bound into our quarterly magazine. The card also asked for a range of donations if rebuilding was the preferred method."

The survey set the stage for a successful $1-million campaign to restore the old building. Alumni not only voted overwhelmingly for restoration, but they also backed votes with money.

Pomona also uses surveys to increase alumni fund donations. Harlan created an alumni directory from a one-page questionnaire. Each time the college published such a directory over the past 40 years, Harlan says, alumni fund giving rose dramatically. "Though it goes down the next year, we always manage to retain some of the increase." In 1974-75, a directory year, 6,129 alumni donated to the fund – 1,388 more than the previous year.

His one-page self-mailer brought responses from 80 percent of all alumni. Harlan finds that more people will respond to a shorter questionnaire – the latest one had only six questions.

Also, Pomona's questionnaires avoid "threatening" questions, such as salary levels, that many consider too prying.

In the long run, neither the renovation-question project nor the directory cost the college much money. The directory more than paid for itself by increasing donors, Harlan says. A concerned alumnus paid for production of the building-question cards.

Harlan offers some advice for developing questionnaires:

1. The shorter the questionnaire, the greater the response. Know what you want to find out and balance the length against the percentage of response you desire. You need fewer questions for a directory than for an opinion poll.

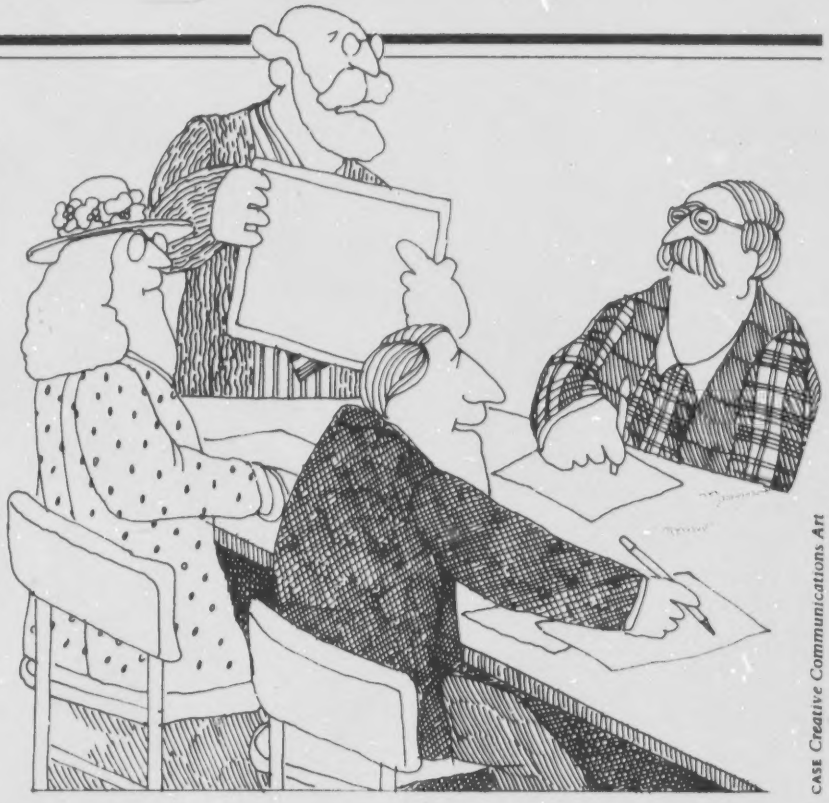
2. Use bait, such as promising to publish the results.

3. Do a pretest. Send out a sample questionnaire to make sure it's debugged.

4. Ask only for the amount of information you can process quickly.

5. Remember, alumni like to be consulted. You build new friendships and strengthen old ones when you include alumni in decisions.

6. Don't be discouraged if the first try isn't a huge success.



CASE *Creative Communications Art*

### "A College in Dispersion"

Few alumni associations undertake a survey as comprehensive as Bryn Mawr's. It sought to contact *all* of the college's alumnae. After four years of research, the result is *A College in Dispersion*, a hard-bound, 315-page book—a portrait of Bryn Mawr women.

The method of the project is just as impressive as the scope and result. Volunteers contacted nearly all the 9,695 alumnae by telephone.

Seeing a need for comprehensive information on alumnae, the association president organized a committee to gather facts, explains Ellen Reisner, then executive director of the alumnae association.

One alumna, trained in measurement, suggested that telephone calls would produce the best results. So, in addition to developing a questionnaire, the committee set up a national network of 1,500 volunteer alumnae callers. After completing a training session in one of 10 geographical areas, each caller contacted several alumnae.

Of the 9,695 living alumnae (some from the class of 1896), 7,507 participated in the survey. Only 165 refused to cooperate. Three-fourths of the participants spent half an hour each in conversation with an alumna caller. Bryn Mawr offered to pay the phone bills, but many volunteers opted to absorb the costs. And, instead of hiring a professional consultant, the group relied on its own considerable knowledge of measurement and statistics.

"We made the calls with some fear and trembling," Reisner says, noting the enormous number of people involved. "However, we reached 81 percent of our alumnae and our material has a tremendous degree of accuracy."

Alumnae who could not be reached by phone or who lived abroad received the questionnaire by mail. It asked for information such as employment and additional education. Interspersed with those questions were others soliciting attitudes and reactions. None of the questions even subtly concerned financial status.

The college does not use the results for fund raising, Reisner says, "but rather for fact raising." In addition, the survey has served a tremendous public relations purpose. Reisner felt "a certain warmth spread across the country as one Bryn Mawr woman talked to another—without ever asking for money."

The result is a series of 160 tables reporting everything from "satisfaction with Bryn Mawr College experience" to obstacles alumnae faced in obtaining graduate degrees. Many university libraries ordered the book as a comprehensive study of one college's alumnae.

The purpose of the study was fourfold: to gather information useful to the college and to researchers; to solicit alumnae opinions on a variety of topics; to determine the educational needs of women; and to inform alumnae about current college projects.

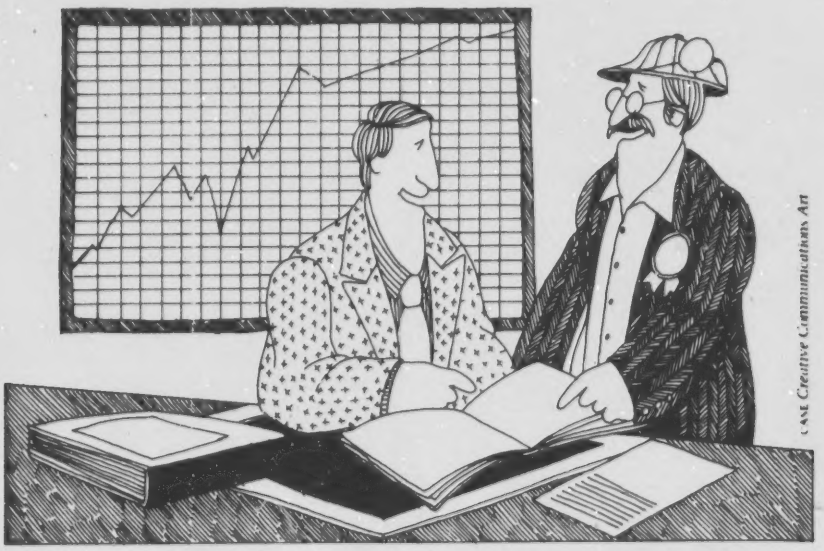
According to Reisner, the survey has been useful in improving college programs. For example, the college strengthened its career counseling when the survey showed alumnae interest in returning to work. Bryn Mawr now has an alumnae career network providing guidance, employment contacts, and on-campus counseling by alumnae and by the college's new director of career planning.

One alumna spoke for everyone involved when she said: "An unexamined college is not worth loving."

Copies of the book are available for $15 each from the Bryn Mawr Alumnae Assn., Bryn Mawr, PA 19010. CASE

# Make your survey scientific

BY JAMES H. FREY
*Assistant Professor*
*Department of Sociology*
*University of Nevada, Las Vegas*




"It was important to alumni." "We did that to increase alumni support." College administrators often use phrases like these to justify program changes, new procedures, or shifts in policy.

More often than not, they base these statements on selected opinions of influential alumni, gathered informally by administrators or alumni directors. Or, they draw backing for these statements from survey questionnaires mailed to alumni along with a plea for funds, a travel brochure, or a letter from the football coach. Neither informal conversations nor unscientific surveys give the solid foundation on which to evaluate alumni response.

Gathering information from and about alumni needs to be done more systematically. In other words, we need to pay more serious attention to scientific methods such as sampling, question writing, and questionnaire and research design.

### WHAT'S WRONG WITH MOST SURVEYS?

Alumni directors and university/college officials want to know what their alumni think about current or projected policies, for instance, the degree of emphasis on athletics. Rarely, however, do they approach their alumni with the same scientific techniques and seriousness of purpose they apply to fund-raising efforts. Yet, both are related. Profitable fund raising is often the result of having accurate information on the market, in this case the alumni constituency. The usual data-gathering by alumni administrators has not been adequate enough to obtain reliable information about the constituency. Most of the surveys conducted in the manner described below represent inefficient and wasted effort. While the data generated may be interesting and somewhat stimulating, it is neither reliable nor representative. Here's what's wrong with too many alumni surveys.

1. Many are mailed with other materials. This belittles the importance of the survey. It makes it easy for the questionnaire to be lost in the shuffle of papers and also puts the survey in the category of an appeal for funds or a pitch for travel. The result is, very often, a quick file in the wastebasket.

2. Many surveys are unrepresentative. They fail to give everybody in the alumni constituency an equal chance to participate. Therefore, you can't generalize results to the entire body. Ordinarily, this takes place in two ways. First, the survey goes only to a few "influential" alumni who are regularly consulted by alumni directors or officials. Second, if questionnaires are mailed, the response rates are too low.

Recently, an example of this crossed my desk. A small midwestern school had mailed out 15,000 questionnaires and received 2,000 in return, for a response rate of 13 percent.

The reliability of research results relates closely to the percentage of response. Unless some 50 percent or more of the sample respond, the findings are suspect. A 13 percent response hardly seems a sufficient base to justify a major policy change or a capital expansion.

3. Few of the alumni surveys I have seen include carefully worded questions or consider questionnaire design. Double questions, loaded questions, and questions with no directions for response are the rule. In addition, questions have no logical order or transition from one subject to another.

4. The appearance of the surveys is unattractive. They are mimeographed or dittoed and are often not readable, much less answerable. Instructions for answering questions or for returning the questionnaire are often garbled.

5. The justification, as presented in a cover letter or an introductory paragraph, is unclear. In some cases the purposes of the research don't jibe with the form of questions. The survey may say it isn't an appeal for funds, yet three-fourths of the items will be directly related to fund raising.

6. Data analysis rarely goes beyond the reporting of percentages, for example: "26 percent of the alumni favored a new facility." Percentages need to be broken down into more meaningful categories, such as age, occupation, or political background. The problem is that small overall response rates mean there are too few members of these groups for their views to be statistically meaningful.

7. Follow-up is rare. Once the questionnaire is mailed out, only casual reminders in the monthly newsletter or magazine are used to jog those who have not responded. As a result, re-

sponse is usually limited to what came in within two weeks of the original mailing.

8. These surveys are often very narrow in scope asking only questions on fund raising or travel tours. Independent and well-thought-out surveys can ask these and many other questions without exhausting the respondents.

### Planning a scientific survey

The above problems can easily, and often cheaply, be resolved by using standard scientific sampling and research procedures. Here's how.

1. Contact a campus research center (bureau of business research, for example) or a department that has a faculty research reputation. Either one has the facilities and know-how to help you draw samples and write questions.

2. Specify the size of your alumni body and the sample size necessary to guarantee representativeness. Remember that sample size does not increase proportionately to the size of the alumni body (your "universe" for the survey). If your alumni body is 200 people, you'll need 105 valid responses. If the universe is 100,000 people, you'll need only 220 responses.

3. Draw your sample. If your alumni lists are on computer tape, write a program to do this. You can ask the computer to generate a simple random sample or a systematic random sample using an interval number. For example, to draw a sample of 400 from an alumni body of 14,000, you need to sample every 38th name. But don't just start at 1, then go to 38. Instead, pick at random a number between 1 and 38. Suppose it is 10. Then proceed to name 48, name 86, and so on.

4. Once a sample is selected, prepare a mailing list and envelopes.

5. While drawing the sample, pay attention to the type of information you want and the corresponding questions you need to ask.

6. Test your questionnaire on local alumni. Have the experts you have consulted previously evaluate it. A good questionnaire can take at least five drafts.

7. Include a cover letter with the questionnaire. The cover letter describes the purpose of the survey. It informs the respondent of the manner in which he or she was selected for participation. It also guarantees the confidentiality of the respondent's comments and tries to persuade the respondent to participate.

The cover letter can spell out some "reward" for participation beyond altruistic appeals such as the project's usefulness in decision-making. Material rewards such as tickets to games, special emblems, discounts on trips, and a copy of the results have also been offered. The results of these are mixed because the increased cost of adding a reward is not compensated by an appreciable increase in return rate. Rewards also have to be of sufficient value to make the respondent feel somewhat guilty if he or she does not return the questionnaire.

8. Make the respondent feel that he or she is being consulted as an individual. Typed envelopes instead of preprinted labels, individualized salutations as opposed to the "Dear Alumnus/a" greeting, and hand-signed cover letters instead of preprinted signatures all have been shown to push up response rates. At the same time, make every effort to guarantee confidentiality of respondents.

9. Reproduce questionnaires and cover letters inexpensively through the photo-reduction printing process available at most print shops. This gives a more professional appearance than mimeograph or ditto.

10. Put the entire package together—cover letter, questionnaire, return envelope—and mail it first class rather than bulk rate. First class is an indicator of the importance of the survey and is much faster. *Do not include any other unrelated materials.*

11. No later than one week after the first mailing, send a post card to all respondents. This does two things—it thanks those who have already returned their questionnaire and it prods those who have not.

12. Three weeks after the first mailing, send another questionnaire and return envelope to those who have not responded. (Identification numbers on the questionnaire can be explained in the cover letter as a way to promote mail efficiency, not a means of identifying individual responses in data analysis.)

13. Prepare your office staff to be ready to code responses when the first returns come in, usually three to four days after the first mailing. Develop code books as you construct the questionnaire. Do not wait until most questionnaires have been returned to begin coding. It is more efficient to code as they come in.

14. Begin data analysis when you feel you have a sufficient return. Under the method described above, you should be able to attain a 75-85 percent return after the two mailings.

### What you gain

The results of this approach to surveying alumni should exceed by far anything realized by sloppier techniques. First, the response rate could reach as high as 90 percent. Second, information will be more sophisticated and reliable. Third, you virtually eliminate the uncertainty of alumni opinion. Fourth, you get more elaborate data to develop programs for the alumni and to define more clearly their expectations for the alumni office. Fifth, this information can be gathered at a lower cost. In fact, it is cheaper to conduct three mailings to 400 than one mailing to, say, 15,000.

### Old methods should be discarded

Accurate information is doubly important when you consider the increased visibility of the university in an environment that demands accountability from all departments. Decisions by alumni departments must be based on reliable data bases in order to maintain their importance to university functioning.

We live in a world of conflicting interest groups, each questioning the others. We can no longer rely on inefficient methods of surveying our alumni if we really want to know where they stand and if we want to show where they stand in comparison to the rest of the university community. case

# THE POSTMAN RINGS THRICE

## How to survey your alumni through the mail

By H. Martin Moore

If you want to test alumni attitudes, determine the effectiveness of your communications with alumni, and find new approaches to improve your programs for them, you should consider doing a direct mail survey.

We did one in order to get answers to these and other questions: Do our graduates feel as strongly about Alfred University as their friends do about *their* alma maters? Should our alumni office begin a travel program? What motivates contributors? How much do our alumni really know about their institutions? Do alumni who joined fraternities and sororities contribute more than do "independents"?

### Some dos and don'ts

You can learn from our experience. If you decide to do a similar survey, follow these dos and don'ts:

**Do:**

1. *Take the positive approach.* You needn't plead for cooperation. Consider your sample population lucky to be included. Many people enjoy filling out questionnaires.
2. *Get the backing of your boss and coworkers.*
3. *Have an adequate budget.*
4. *Allow at least six months to prepare, produce, and peruse the survey.*
5. *Plan on at least three mailings.*

**Don't:**

1. *Plan your survey by committee.*
2. *Cut costs by using a mimeographed or Xeroxed questionnaire and third-class mail.*
3. *Do little follow-up.*
4. *Ask questions that will produce a response you can't act upon.* (Don't ask, "What do you think of coed dorms?" Whether your alumni favor them or not, there's not much you can do about it.)
5. *Conduct a survey without prior information.* You must know the people you are surveying or at least know enough about them to make the assumptions on which to base your questions. Your respondents will then verify or reject these assumptions.

### T-minus six months...

Now you're ready to plan a time-table. Your countdown should look something like this:

**Month Six**

- Accumulate and review other schools' surveys. Contact CASE for a copy of its handbook, *Attitude and Opinion Research*, by Dr. Walter K. Lindenmann. Steal the best ideas you can find.
- Circulate some preliminary topics for your colleagues to consider.

**Month Five**

- Write the first draft of the questionnaire.
- Pass it by some resident experts: three or four faculty members in marketing, psychology, or sociology; the university planning officer; and the alumni staff. Ask them to weed out biased questions.
- Meet with the computer center personnel who will keypunch, program, and analyze your data. They can help you design a questionnaire that is easy to process. Besides, it's good public relations. You'll be counting heavily on these people later on.
- Line up a printer to do all the forms, envelopes, postcards, and so on. You'll want to print all materials together to save money and time. Once the mailings begin, everything must be ready to go. You won't have time for additional printing then. Remember, you'll need to multiply your printed pieces by 40 to 60 percent to cover follow-up mailings.

**Months Four and Three**

- After staff review, additions, and deletions, reduce the questionnaire to a reading time of approximately 20 minutes. Be sure to print prominently "Reading Time X Minutes" on the final piece so recipients won't think they have to commit a whole evening to filling out your form.
- Pretest the questionnaire. Use a segment of the same population you plan to survey. But be sure to remove their names from the final mailings so you don't bother them twice. The pretest needn't be a printed booklet, but it should include all the elements you will use in the final format. For example, if you plan to use a double return (see below), do so here. Also use the same follow-up mailings. Send a letter explaining the pretest.

Ask respondents not only to complete the questions, but also to comment on the questionnaire itself. This way you can check on the content of the instrument: Are the directions clear? Were questions straight forward and unbiased? Are the answers of the quality you expected? Did respondents understand where, how, and when to return the forms? Did you allow enough time for returns?

- Have your printer make up a dummy using the same paper you specified for the final package. Then you can determine weight and possibly make alterations to cut postal costs. At the same time, touch base with your mailroom personnel. Tell them what you are planning and when you expect that they will become involved.

**Months Two and One**

- Set your exact mailing dates, but *give yourself plenty of time* since you'll print your materials with dates on them. You don't want to have to throw out a whole mailing because the printer was a week late or the computer broke down. This is one time you should have everything ready at least a month before mailing. Don't mail during the summer, December holidays, Easter vacation, or June graduations and weddings. October, November, and January through March are good times.

### Selecting the sample

Decide what percentage of your population you wish to survey. Obviously the larger the sample, the more valid your results. Budget and staff limitations may determine how many individuals you can adequately survey. You're better off spending the time and money on a high return from a small sample then vice versa.

Suppose you want results from 5 percent of your population. Based on a typical (and the minimum) response rate of 50 percent, you need to start with 10 percent of your alumni body as your survey population.

Even with random selection, we worried that our returns might be weighted to the larger, more recent classes. So we

---

*H. Martin Moore is director of the Georgetown Campaign at Georgetown University in Washington, DC. When he wrote this article for CURRENTS, Moore was executive director of university relations at Alfred University, a private, coeducational institution of 2,000 students, in Alfred, New York.*

added additional insurance to the process by taking 10 percent of our alumni from each decade. We wrote the computer program to have all results broken down by decade and sex.

.You will need either to have your file coded so you can select the same random names on future runs, or have all label and report needs run at one time. Order extra sets of labels in case you need extra mailings to achieve your goal of at least a 50 percent response.

### Creating the package

Count on three mailings. Print materials, don't mimeograph or Xerox them. But you can use typewriter typesetting to save money. Mail first class, not bulk rate. Don't cut corners on costs. You *will* get better returns if recipients think the project is important. The more returns, the higher the validity of the results. You need at least a 50 percent return to even bother your boss with the results, much less suggest that he or she heed them.

The following methods brought us a 66 percent response on our survey. We received 438 returns from the first mailing and another 274 returns from our follow-up mailing. Our package had five basic elements:

1. *Questionnaire and cover letter.* Our first mailing included the survey instrument in booklet form. The cover was a "Dear Alumnus/a" letter signed by the president. We knew that, all other variables being equal, the president's signature alone would yield a 10-15 percent higher response. (Some schools send a personal letter, but this may scare off as many people as it impresses; a personal letter may reduce the response rate because alumni might fear their answers won't be anonymous.

Our letter explained the purpose of the survey, how we chose recipients by random computer selection of every 10th name, and how many recipients we were contacting. We indicated the confidential and anonymous nature of the survey and the "vital need" for everyone to participate. We asked recipients to return the completed survey 14-18 days from the date we mailed the package. We promised to send respondents a copy of the results. Some schools also send a token gift such as a college decal, imprinted pen, or a college calendar.

2. *Business reply envelope and post-card.* We included a business reply envelope addressed to our president in which to return the survey and a separate business reply postcard. Respondents sent the postcards to us when they replied so we could remove their names from our follow-up mail. This double return assures alumni of anonymity and gives them a chance to change biographical data, to volunteer for alumni activities, to request information, and so on.

Don't try to cut corners on this. If you circumvent the postcard safeguard with some cute number code on the survey, your response will go down. Not only is anonymity important to a high response, the appearance of anonymity is also important.

3. *Mailing envelope.* The outside envelope should carry some kind of teaser message. Ours said "... by understanding where we have been, to more accurately set our course for the future" — a phrase from the president's letter inside. If possible, hand type the address and use a first class, commemorative stamp. This will boost your response.

4. *Reminder postcard.* Our second mailing was a brightly colored (to attract attention) postcard that we sent three or four days after we mailed the survey. It carried a message from our president reinforcing the "critical importance" of returning the survey by the designated date. We prepared it ahead of time, with computer generated mailing labels. By keeping the postcards and extra labels in alphabetical order, we easily marked off respondents to avoid sending follow-ups to them.

5. *Third mailing.* Two weeks after our stated deadline for returning the surveys had passed, we sent another complete survey package to nonrespondents with a chastening letter that evoked as much guilt as possible without causing anger. We stamped the survey "Second Request." Some institutions send the follow-up survey by certified mail to stress its importance. Others find reminder phone calls helpful. However, such calls undermine the promise of anonymity.

### Following up

As completed surveys come in, number each one for identification by you and the computer center. Have the center keypunch and run the full analysis with the first 75 to 100 returns to ensure that your computer program is picking out the information you need.

Read the responses to every open-ended question on the survey and the remarks on the postcards. Where possible, correspond with the alumnus. Use content analysis to pinpoint frequently made comments. Although you're not conducting a plebiscite, you can't ignore clear trends and opinions. When you notice patterns of concern, include them and your comments in the follow-up article or report.

After we finished our survey, we internally circulated not only the results but our assessment of them and the actions we planned to take or recommend as a result. When we made changes as a result of the survey, we told alumni.

Each year during annual planning and evaluation sessions, I have reviewed the survey results myself to assess what type of movement we've made toward responding to the report. A reminder: Don't stuff the report away after a month. Every new staff person hired in our division receives a copy.

### Incorporating the information

The data you receive will give you important information in its own right. However, when you manipulate the information through correlations, what you discover actually may be exciting.

For example, we chose certain questions as barometers of involvement. Those who said they regularly read the alumni paper, contributed to the association, and attended alumni chapter meetings fell into the "high actives" category. We established other criteria for "moderate" and "low actives." Then we measured these criteria against responses to other questions.

We were surprised to find that our art graduates, usually thought of as not as "close" as other graduates, showed the same distribution of high, moderate, and low activity as did other segments of the alumni body.

We also proved a suspicion of every alumni relations director: There is no regular formula or special undergraduate experience that makes some alumni active and others inactive. The closest differential seems to be this: Alumni who checked "clarification of life values and goals" as the most important undergraduate experience were less active; those who checked "development of versatility in communications and reasoning skills" were more active. Common sense says that extroverts are more active than introverts.

Does all this mean that the survey wasn't worth doing? No. We redesigned our alumni newspaper, began an alumni travel program, and altered our annual fund as a result of the information we collected. And the responses brought home one absolutely essential truth: Reinforcement seems to be the key in alumni participation.

You can never overcommunicate

with your alumni. For those that don't want to hear from you, nothing you do will help (or hurt). For those who care, every communication they receive, every news article they come across, and every chance encounter with another alumnus, student, or staff member reinforces their attachment. CASE

CASE Creative Communications

**Table 1. Comparing Face-to-Face, Mail, and Telephone Surveys**

| *Face-to-Face* | *Mail* | *Telephone* |
|---|---|---|
| | Advantages | |
| High response rate | Low cost | Low cost |
| Item nonresponse very low | Can reach widely dispersed population | Clarification possible |
| Clarification possible | Best on reducing bias due to social desirability | Can reach widely dispersed population |
| Sample most easily located | Respondent can answer at leisure | Good control over selection of respondent |
| Lengthy interviews possible | Sample easily located | High response rates |
| Visual aids can be used | High response rates for homogeneous groups | Avoid bias from refusals |
| Modern sensitivity to substitution | Moderate questionnaire length and question complexity possible | Good success with open-ended and screen questions |
| Best for elite populations | No interviewer distortion | Low item nonresponse |
| Possible to ask complex questions | | Speed of implementation is best |
| Open-ended questions workable | | Possibility of consultation is low |
| Screen questions effective | | Moderately effective with elite populations |
| Sequence of questions can be controlled | | |
| Good control over selection of respondent | | |
| Possibility of consultation is low | | |
| | *Disadvantages* | |
| Most expensive | Least effective on elite populations | Limits to interview length (5–10 minutes) |
| Difficult to control and supervise interviewers in field | Lowest response rates; consultation difficult to control | Limits to question complexity |
| Socially desirable answers most likely | High item nonresponse; control over respondent selection limited | Sometimes difficult to locate adequate sample |
| Greatest possibility of interviewer bias | Takes long time to complete | Moderate avoidance of interviewer bias |
| Difficult to secure qualified personnel | Open-ended questions without probes difficult | |
| Longest in terms of implementation | Certain segments of population not approachable (such as illiterates) | |

*Sources.* Some material in this table has been adapted from Don A. Dillman, *Mail and Telephone Surveys: The Total Design and Method*, New York: Wiley, 1978, and from J. L. Simon, *Basic Research Methods in Social Science: The Art of Empirical Investigation*, New York: Random House, 1978.

*Copyright © 1979 by Jossey-Bass Inc., Publishers, and by Jossey-Bass Limited, and by Council for Advancement and Support of Education.*
*From New Directions for Institutional Advancement series (Number 6: Surveying Institutional Constituencies).*

# LET YOUR FINGERS DO THE WALKING

## The nine steps of surveying alumni via telephone

By Robert D. Mills

During the 1970s, alumni support at Wake Forest University grew dramatically. But looking to the future, we worried over the possibility that alumni giving might be topping out.

We wondered: How much room for improvement was there? What new techniques could we use to obtain more support? And who makes up our alumni giving market anyway? For answers, we turned to a market survey. (See page 39 for results of the survey.)

Our most important decision was to conduct the survey by telephone rather than by mail. With mail, we were afraid we could do little to control who would respond, the circumstances under which they would fill out their forms, or their understanding of the questions. A telephone survey, using a carefully tested questionnaire administered by trained volunteers, overcomes these problems. Also, it is faster and only slightly more expensive.

We set four primary purposes:

- to collect information that would help us design more effective alumni solicitations and, as a result, increase donations to the university;
- to learn the interests and needs of alumni so that we at Wake Forest could serve them better;
- to develop a marketing research methodology that would be cheap and simple enough for other development professionals to use;
- and—let me be honest—to fulfill my major project requirement for the Executive M.B.A. program at our Babcock Graduate School of Management.

No one could have been less prepared than I to undertake a statistical analysis. My only related course 12 years earlier was known affectionately as "Math for Idiots and Athletes"—and I was no athlete. But with the help of my adviser, Peter Peacock, and of the Babcock School faculty, and the indulgence of our Wake forest clerical staff and computer center personnel, we produced an alumni market survey that achieved all of our objectives and more.

CASE Creative Communications

### The process

So how do you conduct a telephone market survey? We broke the process down into nine steps:

1. We prepared a proposal that explained the purpose of the survey, set a timetable, and highlighted the areas we would investigate. Our alumni and development office staff reviewed the proposal at its annual planning conference.

2. We studied marketing research texts, periodicals, computer programs, and other alumni surveys.

3. We drafted sample questionnaires and tested them on our alumni council and on a small selection of local alumni. Deciding which questions to ask and how to ask them proved to be our most difficult task.

4. Our computer programmer randomly selected a sample of 500 of the college's 21,000 alumni. This was our core survey audience. To ensure an accurate representation of key groups, we stratified the sample by (1) previous givers and never-givers and (2) alumni class years before and after 1956. We set an ultimate goal of reaching 300 alumni by telephone.

5. Our office mailed letters to the 500 alumni to let them know we would be calling.

6. We recruited seven Wake Forest undergraduates and trained them to do the telephone interviewing. Calling on eight evenings, they reached 331 alumni, of whom 318 participated in the survey. The 80-question survey took about 15 minutes to complete.

7. Our clerical staff coded the responses and entered them into the university's Hewlett-Packard 3000 computer. Then we analyzed them using the BMDP (Bio-Med Data Analysis Program) statistical analysis package.

8. We produced descriptive statistics and frequency tables for the 80 questions. We ran other analyses to investigate differences in key segments of the alumni body — givers vs. never-givers, men vs. women, older vs. younger alumni, graduates vs. nongraduates, in-state vs. out-of-state, and so on.

9. Finally, we studied the figures, prepared our conclusions, and submitted our report to our trustees, alumni council members, and selected administrators.

The survey's cost was $1,385, not including staff time. From concept to final report, it took 295 staff-hours. Clerical staff and student interviewers devoted 143 hours to the project. I spent 152 hours on the survey, but you must remember I was preparing it as the major project of my M.B.A. program. You could do my part in half the time if you used our survey as a guide.

### Harvesting the fruits

Each look at the data gives us new ideas about how we can improve our alumni giving program. Our college fund director, Minta McNally, used the ideas in direct mailers, class letters, and instructions to class agents and phonathon callers. She is testing the results in a series of letters to a randomly selected group of 500 nongivers. We are planning future tests of letters designed to appeal to the interests and motivations of specific alumni segments, such as nongraduates and the 1970s classes.

Our alumni magazine, the campus newspaper, and the *Winston-Salem Journal*, have all featured the results of our survey.

Now, we'd like to help you do your own survey. You'll need several tools to start: (1) computerized alumni records; (2) access to a computer and a programmer; (3) advice from a survey expert from one of your academic departments; (4) a copy of our report, which has a detailed methodology and sample surveys; and (5) a compelling desire to do something interesting, creative, and extremely useful for your alumni giving program. CASE

---

*Robert D. Mills is director of alumni relations at Wake Forest University, a private, coeducational university with 4,700, students, located in Winston-Salem, North Carolina.*

# Part II: Biographical Questionnaire Samples

Dear Alumni:

I am pleased to announce that Bridgewater College will be publishing an Alumni Directory and College History in commemoration of its centennial anniversary. The directory will be complimentary to each alumni household and is being published in conjunction with an effort to update our alumni demographic profile. It is therefore imperative that each alum completes his or her portion of the questionnaire. (The questionnaire has been divided by gender to conform to computer input.)

The questionnaire is short and easy to complete. A maximum return is essential to insure an accurate and up-to-date directory.

The centennial year at Bridgewater is approaching quickly and in order for the publication to be ready by September 1, 1980, we need your response now.

I take this opportunity in advance to say thank-you and hope, through alumni support, that Bridgewater College will remain a viable institution for the next one hundred years.

Lavonne I. Grubb
President
Alumni Association

---

NO POSTAGE
NECESSARY
IF MAILED
IN THE
UNITED STATES

**BUSINESS REPLY MAIL**

FIRST CLASS PERMIT NO. 1 BRIDGEWATER, VIRGINIA

POSTAGE WILL BE PAID BY—

**ALUMNI OFFICE**
**BRIDGEWATER COLLEGE**
**BRIDGEWATER, VIRGINIA 22812**

BRIDGEWATER COLLEGE
BRIDGEWATER, VIRGINIA 22812

Non-Profit Org.
U.S. POSTAGE
PAID
Permit No. 1

BRIDGEWATER VIRGINIA

**MALE ENTRY**

NAME

LAST | FIRST | MIDDLE | CLASS YR. | DEGREE

HOME ADDRESS | CITY | STATE | ZIP

OCCUPATION OR TITLE | FIRM NAME

BUSINESS ADDRESS | CITY | STATE | ZIP

HOME PHONE | BUS. PHONE | ADVANCED DEGREE — INSTITUTION

**FEMALE ENTRY**

NAME

LAST | FIRST | MIDDLE | CLASS YR. | DEGREE

HOME ADDRESS | CITY | STATE | ZIP

OCCUPATION OR TITLE | FIRM NAME

BUSINESS ADDRESS | CITY | STATE | ZIP

16 20

HOME PHONE | BUS. PHONE | ADVANCED DEGREE — INSTITUTION

# WHAT'S WHAT WITH YOU?

Name_____

College class_____Major field_____

Present address_____

_____

Home phone_____

Occupation_____

Business title_____

Employer_____

Nature of business_____

Address_____

_____

Business phone_____

Corporation and foundation directorships

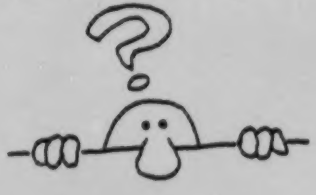
_____

Colleges or universities attended after Bridgewater & degrees. (include fields):

_____

Graduate fellowships or research grants received:

_____



Special interests or hobbies_____

_____

Marital status: (check one)

single___widowed___divorced___married___ -over-

7M-11-78

Children's names, birth dates and colleges attended:

_____

_____

_____

Religious affiliation_____member of_____congregation

Memberships and offices held (give dates) in professional, civic, educational, religious, political and fraternal organizations:

_____

_____

_____

News Notes and Other Data
(use additional sheets if necessary)

Name of spouse_____

Spouses's occupation_____

Business title_____

Employer_____

Nature of business_____

Address_____

Business phone_____

Corporation and foundation directorships_____

_____

Spouse's college(s) and degrees: (include fields)_____

_____

Send to Alumni Office, Bridgewater College, Bridgewater, Virginia 22812

# 1980 Short Form
# Canisius College
# Alumni/Alumnae Survey

COLLEGE USE ONLY

1 (1)

ID# (2-6)

(7-36)

1.

(37-66)

2 (1)

ID# (2-6)

*IF CORRECTIONS TO THE ABOVE ARE NECESSARY, PLACE THEM TO THE RIGHT OF THE PRINTED INFORMATION*

**PLEASE *PRINT* THE FOLLOWING INFORMATION** (7-28)

HOME TELEPHONE ( ) (29-38)
(29) (31) (32) (38)

IF MARRIED,
SPOUSE'S NAME (39-58)
(39) (First) (Former Name, if appropriate) (58)

2. **OCCUPATION**

TITLE
(or description) (59-78)
(59) (78)

3 (1)

ID# (2-6)

NAME OF
EMPLOYER (7-31)
(7) (31)

EMPLOYER'S
ADDRESS

CITY STATE ZIP

BUSINESS
TELEPHONE ( ) Extension (32-41)
(32) (34) (35) (41)

IF SELF-EMPLOYED, CHECK HERE ..... ☐ (42)

3. **If you are currently employed in the field of public or private EDUCATION, please answer the following:**

a) School level: Elementary ☐ Secondary ☐ Higher ☐ (43)

b) Principal duties are: Teacher ☐ Counselor ☐ Administrative ☐ (44)

4. **a) Number of children in your family** ..... (45)

**b) Their first names and dates of birth** (46-47)

19 19 (48-49)

19 19 (50-51)

19 19 (52-53)

19 19 (54-55)

19 19 (56-57)

COLLEGE USE ONLY

5. **Please list all degrees you have earned since high school:**

| Degree | School | Major | Year Conferred | |
|---|---|---|---|---|
| | | | | (58) |
| | | | | (59) |
| | **CANISIUS COLLEGE** | | | (60) |
| | | | 19__ __ | __ __ (61, 62) |
| | | | | (63) |
| | | | | (64) |
| | | | | (65) |
| | | | 19__ __ | __ __ (66, 67) |
| | | | | (68) |
| | | | | (69) |
| | | | | (70) |
| | | | 19__ __ | __ __ (71, 72) |
| | | | | (73) |
| | | | | (74) |
| | | | | (75) |
| | | | 19__ __ | __ __ (76, 77) |

6. **If you *did not* earn a degree at Canisius College, what was the last year you attended Canisius? . . . 19__ __** __ __ (78, 79)

7. **COMMENTS**

24

— Thank you for your time and interest —

Drexel University General Alumni Association

Alumni Questionnaire

NAME _____ _____
last first initial (05) maiden name (06)

HOME ADDRESS _____
number and street, include apt. number if applicable (07,08)

_____ _____ PHONE (___) _____
city state (09) zip code (10) area (11)

BUSINESS ADDRESS _____
employer (33,34)

_____
street (35,36)

_____ _____ PHONE (___) _____
city state (37) zip code (38) area (39)

TITLE/POSITION _____
(41)

TYPE OF BUSINESS OR INDUSTRY _____

SEX (_)male (_)female (12) BIRTHDATE _____ mo./day/yr. (14)

INDIVIDUAL WHO WILL ALWAYS KNOW YOUR WHEREABOUTS (OTHER THAN SPOUSE):

_____ _____
name street address

_____
address city state zip code

YOUR CLASS YEAR(S) _____ _____ _____ _____
numeral college course degree(s) (21-24)

YOUR EDUCATION ELSEWHERE _____ _____
college or university year

_____ _____
course degree

YOUR INCOME STATUS (CONFIDENTIAL - FOR STATISTICAL ANALYSIS) (29)

(_) $ 0-14,999 (_) $25,000-34,999 (_) $50,000-99,999
(_) $15,000-24,999 (_) $35,000-49,999 (_) Over $100,000

OCCUPATION SUMMARY (FIRMS, POSITIONS/TITLES, DATES)

_____

_____

_____

* * * * * * * * * * * * * * * * *
* Please check preferred *
* address for Drexel mail *
* (_) Home *
* (_) Business (28) *
* * * * * * * * * * * * * * * * *

ACTIVE INVOLVEMENT/PROFESSIONAL LEADERSHIP (BOARDS OF CORPORATIONS, ASSOCIATIONS, AND FOUNDATIONS)_____

_____

_____

YOUR PUBLICATIONS, INVENTIONS, SCIENTIFIC DISCOVERIES _____

_____

_____

MARITAL STATUS ( )single ( )married ( )widowed ( )divorced ( )separated (15)

SPOUSE'S NAME _____
first (18) initial (maiden name)

SPOUSE'S COLLEGE & OCCUPATION _____ _____
college or university year(s)

_____ _____
degree(s) occupation

CHILDREN _____
name birthdate college

_____

_____

DO YOU HAVE RELATIVES WHO HAVE ATTENDED OR ARE ATTENDING DREXEL UNIVERSITY?

_____
name relationship degree(s) year(s)

_____

_____

YOUR SPECIAL PERSONAL ACTIVITIES, HOBBIES, INTERESTS _____

_____

CIVIC, PROFESSIONAL, POLITICAL, SOCIAL MEMBERSHIPS _____

_____

_____

HONORS AND AWARDS (ACADEMIC, CIVIC, PROFESSIONAL) _____

_____

_____

AREAS THAT INTEREST YOU AS AN ALUMNUS - CONTINUING EDUCATION, TOURS ABROAD, YOUR COLLEGE'S ALUMNI ASSOCIATION, LOCAL OR REGIONAL CLUB ACTIVITIES, HELPING IN THE ANNUAL GIVING PROGRAM, OR YOU NAME IT. UNDERLINE OR WRITE IN HERE _____

_____

_____

HOOD COLLEGE / FREDERICK, MARYLAND 21701

HOOD

The President

(301) 663-3131

Fall 1982

Dear Hood Alumna:

Would you provide a valuable service to Hood by taking about half an hour to complete the enclosed questionnaire? The questionnaire is extremely important to the College: we are finally computerizing all of our alumnae information so that we may

- prepare a comprehensive alumnae directory within the next two years;
- improve alumnae programs and services;
- identify alumnae with the talents, interests and dedication to assist Hood in a number of ways, including our Alumnae Admissions Program, our Career Planning Program, and our Public Information Program;
- update our alumnae records consistently and accurately.

A successful rate of return is crucial to our ability to accomplish these objectives. We need to have current information about you and to identify those of you who would be willing to interview prospective students in your geographic locations, to assist students already at Hood with job-market information, professional insights, and career-path planning, and to help us keep Hood's name in the forefront of higher education by providing public information and news-release assistance in your hometowns.

I urge you to complete this survey. It is one of our most ambitious attempts to involve alumnae in the College today. Your assistance in this effort will help us streamline our record keeping, eliminate multiple mailings, and improve the quality of our alumnae services.

Please complete the questionnaire as soon as possible, fold it as indicated, and return it to the College before September 30. We appreciate your time and the information which you choose to share with us; your responses will be regarded as confidential information for Hood's exclusive use. Thank you for contributing to Hood's continued success.

Sincerely,

Martha E. Church

Martha E. Church

27

Reminder post card

**DON'T BE LEFT OUT!**

Return the Alumnae Survey Questionnaire and be among those helping to improve the quality of our alumnae services.

Has your copy been lost or misplaced? Phone or write to us and we'll mail you another one.

Join us in contributing to Hood's continued success!

DEVELOPMENT SERVICES

HOOD COLLEGE / FREDERICK, MARYLAND 21701

(301) 663-3131
x456

28

# HOOD COLLEGE ALUMNAE SURVEY

**Please answer all questions as completely as possible. Please print or type. Feel free to attach additional pages if we have not provided you enough room.**

## ABOUT YOU

1. FULL NAME: _____
Last Name First Name Middle Name

2. PREFERRED MAILING NAME: _____

3. PREFERRED TITLE (MISS, MS., MRS., DR., MR., etc.) _____

4. HOME ADDRESS: _____
# and Street Apartment

_____
City State Zip Code

5. BUSINESS ADDRESS: _____
# and Street

_____
City State Zip Code

6. YOUR PREFERRED MAILING ADDRESS IS YOUR _____HOME _____BUSINESS _____OTHER
If you checked "OTHER", please record that address here:

_____

_____

7. TELEPHONE NUMBERS: HOME _____ BUSINESS _____
(Area Code) Number (Area Code) Number

8. BIRTHDATE: _____ 9. SEX: _____Female _____Male
Month Day Year

10. BIRTH NAME (if different from item 1): _____

11. SOCIAL SECURITY NUMBER: _____

12. MARITAL STATUS: _____Single _____Married _____Widowed _____Separated _____Divorced

13. RACIAL/ETHNIC IDENTIFICATION:
_____American Indian/Alaskan Native _____Hispanic _____Black/non-Hispanic
_____Asian/Pacific Islander _____White/Caucasian _____Other; please specify.
_____

14. WORK STATUS (Check all that apply.):
_____Full-time _____Retired _____Looking for employment
_____Part-time _____Self-employed _____Other; please specify.
_____Semi-retired _____Work in Home _____

## ABOUT YOUR OCCUPATION

**Questions 15 and 16 are of special interest to the volunteer programs associated with the Admissions and Public Information Offices. If you are employed or retired from employment in secondary education or the media, please answer the next two questions. If not, proceed to question 17.**

15. Are/were you employed in the field of secondary education? _____Yes _____No

If you answered "yes" above, check all of the following which apply:

_____Teacher _____Guidance Counselor

_____Administrator _____Other; please specify. _____

16. Are/were you employed in the media (radio, television, newspaper, magazine, etc.)? _____Yes _____No

If you answered "yes" above, check all of the following which apply:

_____Announcer _____Editor _____Reporter _____Other; please specify.

_____Director _____Producer _____Writer _____

**Questions 17 through 20 are of special interest to the Office of Career Planning and Placement. If you are employed or retired from employment, please answer the next section. If not, proceed to question 22.**

17. OCCUPATION (or former occupation if retired):

_____

18. JOB OR OCCUPATIONAL TITLE: (Please be specific: for example, director of sales, occupational therapist.) If you are retired, list the job title you had at retirement.

_____

19. BRIEF DESCRIPTION OF PRIMARY DUTIES: _____

_____

20. YOUR EMPLOYER: _____

21. Does this company have a matching gift program? _____Yes _____No _____Do not know

Ratio of match (if known): _____

## ABOUT YOUR EDUCATION

22. What degree(s) did you earn at Hood? (If you had a double major or area of concentration, please list all that apply.):

| DEGREE | YEAR | MAJOR | CONCENTRATION |
|---|---|---|---|
| | | | |
| | | | |

23. What other degree(s) have you earned?

| COLLEGE/UNIVERSITY | DEGREE | YEAR | MAJOR | CONCENTRATION |
|---|---|---|---|---|
| | | | | |
| | | | | |

## ABOUT YOUR HOOD VOLUNTEER INTERESTS

24. Please indicate your interest in receiving information on any of the following activities for which you might volunteer.

_____Alumnae Admissions program
_____Alumnae Association assistance
_____Career planning program
_____Internship program assistance
_____Phonathon volunteers
_____Public information program
_____Reunion volunteers
_____Other; I think I could assist the College by _____

25. If you checked "Alumnae Association assistance" above, please indicate your willingness to serve as a volunteer by checking the positions which interest you:

_____Alumnae Magazine contributor
_____Area Hood Club officer
_____Class columnist
_____Class fund agent
_____Graduate School reporter
_____Reunion chairperson

## ABOUT YOUR YEARS AT HOOD

26. Please name the faculty or staff member who has made the most positive impression on you.

_____

27. With which campus "home" do you identify? (Please check one.)

_____Coblentz
_____Martz
_____Memorial
_____Meyran
_____Shriner
_____Smith
_____The Barn
_____Carson Cottage (Y Hut/CE Lounge)
_____Language House
_____Rayford
_____Strawn
_____Not applicable

## ABOUT YOUR ACHIEVEMENTS

**We are interested in learning about your successes, honors, achievements, and activities. Please complete the following items and attach additional pages if necessary.**

28. LIST MEMBERSHIPS in professional societies, associations, civic organizations, service clubs, religious groups, Hood Clubs, etc.

29. LIST ALL DIRECTORSHIPS OR TRUSTEESHIPS:

30. LIST ALL ELECTED OR APPOINTED OFFICES, and specify whether these are at the local, regional, state, or national level:

31. LIST ALL EDUCATIONAL ACHIEVEMENTS AND AWARDS earned other than at Hood:

32. OTHER DISTINGUISHED ACCOMPLISHMENTS: (Please check all that apply, or feel free to write in others in the space indicated.):

_____Published an article in a journal, magazine or newspaper
_____Wrote a song, poem or book that has been published
_____Exhibited your art work in a show
_____Received a patent
_____Received a copyright
_____Achieved a tenure position at a school, college or university
_____Listed in "Who's Who in America"
_____Listed in "Who's Who of American Women"
_____Other: _____

_____

_____

## ABOUT YOUR FAMILY

**If questions 33 through 40 apply, please complete them. If not, proceed to question 41.**

33. SPOUSE'S NAME: _____
Last Name First Name Middle Name

TITLE (MISS, MS., MRS., DR., MR., etc.) _____

34. SPOUSE'S EDUCATION:

| COLLEGE/UNIVERSITY | DEGREE | YEAR | MAJOR | CONCENTRATION |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |

35. SPOUSE'S WORK STATUS (Check all that apply.):

_____Full-time _____Retired _____Looking for employment
_____Part-time _____Self-employed _____Other; please specify.
_____Semi-retired _____Work in Home _____

36. SPOUSE'S OCCUPATION (or former occupation, if retired):

_____

37. SPOUSE'S OCCUPATIONAL TITLE: _____

38. SPOUSE'S EMPLOYER: _____

39. Does this company have a matching gift program? _____Yes _____No _____Do not know

Ratio of match (if known): _____

40. PLEASE NAME THE BOARDS of any business, foundation, educational institution, or other organization on which your spouse serves:

41. PLEASE LIST THE FOLLOWING INFORMATION ABOUT YOUR CHILDREN (if applicable):

| Name | Birthdate | Sex |
|---|---|---|
| | | |
| | | |
| | | |
| | | |

42. PLEASE LIST THE FOLLOWING INFORMATION ABOUT YOUR RELATIVES who attended Hood (if applicable):

| Name | Class | Relationship |
|---|---|---|
| | | |
| | | |
| | | |
| | | |

## FINANCIAL INFORMATION

43. Which income range most clearly represents your total income (including your spouse's income) for the last calendar year? (Please check one.)

_____$ 0 to $14,999
_____$15,000 to $34,999
_____$35,000 to $49,999
_____$ 50,000 to $ 74,999
_____$ 75,000 to $ 99,999
_____$100,000 to $199,999
_____$200,000 and up
_____Prefer not to answer

44. To help with planning Hood's financial future, please answer the following questions:

Are you expecting to include Hood in your long-term financial planning?

_____Yes _____No _____Undecided

Would you like to receive information on financial planning? _____Yes _____No

## OTHER INFORMATION

45. Please provide the following information for press releases about Hood or about you.

Your name as you prefer to see it in print

Name of your *hometown* newspaper

# and Street of your *hometown* newspaper

City State Zip Code

46. If there is anything else about you that you would like us to know, please use the space below.

**Thank you for completing this questionnaire. Please fold the pages so that your address is hidden and the Hood College address is visible. Staple or tape the questionnaire in place and mail by September 30. Postage will be paid by Hood.**

Loyola University
New Orleans

# Alumni Census '81

YOUR PERMANENT RECORD AS A FORMER LOYOLA STUDENT IS GETTING A NEW HOME. Our new records system will be much better - keeping track of your current address, maintaining a good record of your activities as a student and as an alumnus and keeping up with your interest in events and educational programs.

YOUR NEW RECORD WILL SERVE YOU ONLY AS WELL AS THE INFORMATION IT CONTAINS. We've tried hard to keep the records straight, but we need your help. Now that we have a new Alumni Records System, with your assistance it can contain the most up-to-date information.

- The left side of the first page contains some of the information we have on your record.
- Please answer all of the other questions as fully as you can and print your answers in the spaces provided.
- Each alumnus will receive his/her own survey. If your survey is addressed "Mr. and Mrs.", it should be completed by Mr.
- When you have set the record straight, just slip the census form in the enclosed envelope and return as promptly as possible.
- Don't forget to answer the interest questions on the back of the second page.

YOUR PARTICIPATION IS CRITICAL TO THE SUCCESS OF THE LOYOLA ALUMNI CENSUS 81.

**DO NOT WRITE IN BLUE AREA** | **ENTER ADDITIONAL INFORMATION/CORRECTIONS IN WHITE AREA**

NAME ADDRESS

NAME
PS030
LAST NAME COMMA SPACE FIRST NAME SPACE MIDDLE NAME

HOME STREET
PS320
STREET

LINE 2 IF NEEDED
PS325
STREET LINE 2 IF NEEDED

HOME CITY
PS335
CITY

HOME STATE
PS340
CODE

HOME PHONE

HOME ZIP
PS350
ZIP NEW ZIP

HOME PHONE
PS360
AREA NUMBER

PREVIOUS NAME

PREVIOUS NAME
PS035
LAST NAME COMMA SPACE FIRST NAME SPACE MIDDLE NAME

NICKNAME OR PREFERRED NAME

PREFERRED NAME
DA298
NAME

SPOUSE'S NAME

SPOUSE'S NAME
DA262
LAST NAME COMMA SPACE FIRST NAME SPACE MIDDLE NAME

BUSINESS NAME ADDRESS

BUSINESS NAME
PS720
NAME

BUSINESS STREET
PS725
STREET

LINE 2, IF NEEDED
PS820
STREET LINE 2 IF NEEDED

BUSINESS CITY
PS735
CITY

BUSINESS STATE
PS740
CODE

BUSINESS PHONE

BUSINESS ZIP
PS750
ZIP CODE NEW ZIP

BUSINESS PHONE
PS760
AREA NUMBER

ANNUAL COMBINED GROSS INCOME FOR YOU AND YOUR SPOUSE

DA179
INCOME CODE

[1] LESS THAN $15,000
[2] $15,000 TO $20,000
[3] $20,000 TO $35,000
[4] $35,000 TO $50,000
[5] $50,000 TO $100,000
[6] $100,000 TO $150,000
[7] $150,000 TO $200,000
[8] $200,000 TO $250,000
[9] MORE THAN $250,000

I PREFER THAT ALL OF MY LOYOLA MAIL BE SENT TO MY

PREFERRED MAIL
DA177
[0] HOME ADDRESS
[1] BUSINESS ADDRESS

OFFICE USE ONLY
DATE RECEIVED
CHECKED BY

PLEASE OPEN TO PAGE TWO

SURVEY STATUS
Y

ENTER DATA IN THE WHITE AREA ONLY

ENTER DATA IN THE WHITE AREA ONLY

34

CHILD — YEAR OF BIRTH DA281 — YEAR

CHILD — YEAR OF BIRTH DA285 — YEAR

CHILD — YEAR OF BIRTH DA289 — YEAR

2nd CHILD DA282 — YEAR OF BIRTH DA283 — YEAR

4th CHILD DA286 — YEAR OF BIRTH DA287 — YEAR

6th CHILD DA290 — YEAR OF BIRTH DA291 — YEAR

AO ☐ BECOMING A LOCAL ALUMNI CLUB OFFICER? CHECK IF INTERESTED

AV ☐ BECOMING AN ALUMNI FUND VOLUNTEER? CHECK IF INTERESTED

B ☐ ARE YOU CONSIDERING LOYOLA IN YOUR ESTATE PLANNING? CHECK IF INTERESTED

Y ☐ (YES) CHECK, IF YES — STREET — STATE — ZIP

ALUMNI ACTIVITY DA110 — BM ☐ BECOMING AN ALUMNI BOARD MEMBER? CHECK IF INTERESTED

ALUMNI ACTIVITY DA110 — AR ☐ WILLING TO ASSIST ADMISSIONS WITH RECRUITMENT? CHECK IF INTERESTED

DATE OF BIRTH PS040 — MON DAY YR — SEX PS045 — ☐ (M) MALE ☐ (F) FEMALE CHECK ONE

MARITAL STATUS PS050 — ☐ (S) SINGLE ☐ (M) MARRIED ☐ (D) DIVORCED ☐ (T) OTHER CHECK ONE

37

38

PLEASE TURN OVER AND CONTINUE

OFFICE USE ONLY

DATE RECEIVED

CHECKED BY

1. Do you feel that the education you received at Loyola was?

_____excellent _____ good _____fair _____poor

Please explain_____

_____

_____

2. List the civic, social, volunteer and professional organizations in which you hold membership_____

_____

_____

_____

_____

3. Are you the parent of a current Loyola student?

_____yes _____no

4. Would you encourage your child(ren) to attend Loyola?

_____yes _____no

5. What type of alumni programs would you like to see at Loyola? (for example alumni seminars, class reunions, retreats, theological renewals)

_____

_____

_____

6. Sources of Income

_____Salary and Wages_____Bonuses_____Rents

_____Investment Income

7. Are you a partner_____or Owner_____of your employing company or firm?

8. Are you an officer_____or Board member_____of your employing company or firm?

9. Are you an officer_____or Board member_____or trustee_____of another business, corporation and/or charitable foundation? If so, what is the name of the corporation(s) or foundations(s)?_____

_____

_____

_____





10. List which faculty member(s) or administrator(s) at Loyola most influenced your life._____

_____

_____

_____

How have they influenced your life?_____

_____

_____

11. Rank the following factors ( 1 to 9) that may have influenced your decision to attend Loyola University.

( ) family

( ) religious orientation (Catholic)

( ) size of institution

( ) tuition

( ) a specific academic program

( ) location in New Orleans

( ) friend(s)

( ) Jesuit character

( ) other (specify)_____

12. Additional comments please._____

_____

_____

_____

_____

_____

_____

_____

Please return to our alumni office within a week after receipt or sooner. Simply slip the Survey in the enclosed envelope and mail. There is no postage necessary. Thank you for your participation.

James C. Carter, S.J.
President

NORTHEASTERN ILLINOIS UNIVERSITY
5500 N. ST. LOUIS AVENUE • CHICAGO, ILLINOIS 60625 • (312) 583-4050
Alumni Office

# ALUMNI BIOGRAPHICAL FORM

Name: Last _____ First _____ Middle _____
Maiden Name _____

Address: Street _____
City _____ State _____ Zip _____
Phone: Area Code _____/_____

Social Security Number _____ Birthdate _____

Ethnic Group:
____ Afro-American/Black
____ American Indian or Alaskan Native
____ Asian-American, Oriental or Pacific Islander
____ Other _____
____ Caucasian-American/White
____ Mexican-American/Chicano
____ Puerto Rican, Cuban or Other Hispanic Origin

Is your spouse also a UNI graduate? ☐ Yes ☐ No If yes, name _____

Degrees from UNI:
Date _____ Degree _____ Major _____
Date _____ Degree _____ Major _____

Advanced degrees from other universities:
Date _____ Degree _____ Major _____
University _____
Date _____ Degree _____ Major _____
University _____

Your Occupation _____
Title _____
Employer _____
Address _____
City _____ State _____ Zip _____ Phone _____

Please list the names of two people who will always know your address.
Name _____
Street _____ City _____ State _____ Zip _____
Name _____
Street _____ City _____ State _____ Zip _____

Organization(s) in which you hold membership(s): _____

Please list special events in your life (awards, publications, public offices held, inventions, etc.): _____

THANKS!

NORTHEASTERN ILLINOIS UNIVERSITY
5500 N. ST. LOUIS AVENUE • CHICAGO, ILLINOIS 60625
Alumni Office

# GRADUATING STUDENT SURVEY

Name: Last _____ First _____ Middle _____
Maiden Name _____

Address after graduation: Street _____
City _____ State _____ Zip _____
Phone: Area Code _____/_____

Social Security Number _____ Birthdate _____

Is your spouse also a UNI graduate? ☐ Yes ☐ No If yes, First name _____ Maiden Name _____

Degree applied for from UNI: Date _____ Degree _____ Major _____

Degrees received from other universities: Date _____ Degree _____ Major _____
University _____
Date _____ Degree _____ Major _____
University _____

Please list your plans for after graduation:

☐ **Undecided**

☐ **Work**
Occupation _____
Employer _____
Address _____
City _____ State _____ Zip _____

☐ **Further Schooling**
University _____
Field of Study _____
Address _____
City _____ State _____ Zip _____

Please list any clubs, committees and/or organizations in which you were active while a student at UNI: _____

Please list the names of two people who will always know your address.
Name _____
Street _____ City _____ State _____ Zip _____
Name _____
Street _____ City _____ State _____ Zip _____

Please list special events in your life (awards, publications, public offices held, inventions, etc.): _____



*(Please see reverse side.)*

## HELP US TO SERVE YOU BETTER

1. In order to help us plan future activities and programs, would you consider coming to campus for:

A) Activities sponsored by the department you graduated from ☐ Yes ☐ No

B) Educational Programs:
- ☐ advanced degree program in _____
- ☐ credit courses

C) Continuing Education:
- ☐ non-credit courses (i.e., Mini-U)

D) Social Programs:
- ☐ homecoming
- ☐ reunions

E) Athletic Programs:
- ☐ inter-collegiate games
- ☐ recreational activities

F) Cultural Programs:
- ☐ art exhibits
- ☐ musical events
- ☐ plays
- ☐ dance programs

2. Please describe programs, services, special events, degree programs, etc., you would like to see offered to alumni.

_____

_____

_____

_____

_____

## WOULD YOU LIKE TO HELP?

1. Would you be interested in serving on an Alumni Association committee? ☐ Yes ☐ No

2. Would you be willing to help with a Chicago area Phon-a-Thon (calling fellow alumni and asking them to contribute to Northeastern)? ☐ Yes ☐ No

**THANK YOU!**

THE OHIO STATE UNIVERSITY
ALUMNI INFORMATION CENTER
2400 OLENTANGY RIVER ROAD
COLUMBUS, OHIO 43210

Our knowledge of your current status is important to the University and can be important to you.

Many alumni have been suggested for special awards, positions or assignments based on information in our files. Other alumni have been called upon to represent Ohio State at official functions. Some alumni have asked us to find friends long lost since college days. University colleges and departments are also acutely aware of the need to communicate with their alumni.

The success we enjoy in responding to your informational needs and those of the University community is largely due to the splendid cooperation we receive in the completion of this questionnaire. WE APPRECIATE YOUR COOPERATION AND WILL CONTINUE TO ENFORCE OUR POLICY OF NOT RELEASING INFORMATION TO INDIVIDUALS OR ORGANIZATIONS FOR THE PURPOSE OF POLITICAL OR COMMERCIAL GAIN; OR, WHERE WE FEEL THE RELEASE OF INFORMATION MAY INFRINGE UPON THE PRIVACY OF THE ALUMNUS.

Thank you and best wishes.

**PLEASE PRINT CLEARLY — USE BLACK OR BLUE-BLACK INK**

## BIOGRAPHICAL DATA

TODAY'S DATE _____

**Your Legal Name**

| TITLE (E.G., DR., MRS., MS) | FIRST AND MIDDLE NAME | LAST NAME | SUFFIX (E.G., SR., JR.) | CLASS YEAR |
|---|---|---|---|---|
| | | | | |

| MARITAL STATUS ☐ WIDOWED ☐ SEPARATED ☐ SINGLE ☐ MARRIED ☐ DIVORCED | SOCIAL SECURITY NUMBER | BIRTH DATE | BIRTH PLACE | SEX |
|---|---|---|---|---|
| | | | | |

**Your Academic Information**

| | YEAR GRANTED | MAJOR FIELD OF STUDY | SCHOOL (E.G., OSU, STANFORD, ETC.) |
|---|---|---|---|
| BACHELOR DEGREE | | | |
| MASTERS DEGREE | | | |
| PHD OR PROFESSIONAL DEGREE | | | |
| CERT., ASSOC. OR OTHER DEGREE | | | |

**Spouse**

| WIFE'S FIRST, MAIDEN & LAST NAME | HUSBAND'S FIRST, MIDDLE & LAST NAME | DATE OF MARRIAGE |
|---|---|---|
| | | |

**Spouse's Academic Information**

| DEGREE | YEAR GRANTED | MAJOR FIELD OF STUDY | SCHOOL (E.G., OSU, STANFORD, ETC.) |
|---|---|---|---|
| | | | |
| | | | |

**Your Home Address** *☐

| STREET ADDRESS & APARTMENT NUMBER IF APPLICABLE | | |
|---|---|---|
| CITY | STATE OR FOREIGN COUNTRY | ZIP CODE |
| | | |

**Indicate Preferred Address**

**Your Business Address** *☐

| COMPANY, CORPORATION, FOUNDATION, SCHOOL, CHURCH OR PLACE ASSIGNED | | |
|---|---|---|
| BUSINESS TITLE OR POSITION | | |
| STREET ADDRESS AND SUITE NUMBER | | |
| CITY | STATE OR FOREIGN COUNTRY | ZIP CODE |
| | | |
| KIND OF BUSINESS OR INDUSTRY | | |
| | | |

## BIOGRAPHICAL DATA Cont'd.

| HIGH SCHOOL ATTENDED | CITY | STATE |
|---|---|---|
| | | |

**Your Career**

| CAREER SINCE LEAVING OSU: CHRONOLOGICALLY UP TO PRESENT: |
|---|
| |
| |
| |
| DIRECTORSHIPS, ORGANIZATIONAL OR POLITICAL OFFICES HELD: |
| SOCIAL, RELIGIOUS OR FRATERNAL ORGANIZATION MEMBERSHIPS: |
| PATENTS, PUBLICATIONS AND PROFESSIONAL ORGANIZATION ACTIVITY: |

## FAMILY DATA

**Your Parents**

| FATHER'S NAME | MOTHER'S NAME |
|---|---|
| FATHER'S ADDRESS | MOTHER'S ADDRESS |
| FATHER (OSU DEGREE) | MOTHER (OSU DEGREE) |

**Your Children**

| NAME | SEX | BIRTHDATE | OSU STUDENT OR GRADUATE (SPECIFY DEGREES & YR. REC'D.) |
|---|---|---|---|
| NAME | SEX | BIRTHDATE | OSU STUDENT OR GRADUATE (SPECIFY DEGREES & YR. REC'D.) |
| NAME | SEX | BIRTHDATE | OSU STUDENT OR GRADUATE (SPECIFY DEGREES & YR. REC'D.) |
| NAME | SEX | BIRTHDATE | OSU STUDENT OR GRADUATE (SPECIFY DEGREES & YR. REC'D.) |

| NAME AND ADDRESS OF SOMEONE WHO WILL MOST LIKELY KNOW YOUR ADDRESS AT ALL TIMES: |
|---|
| |

## UNIVERSITY DATA

**As Student**

| HONORARY, SOCIAL, FRATERNAL OR OTHER ORGANIZATIONS | ATHLETIC TEAM MEMBERSHIPS |
|---|---|
| NAME OF SCHOLARSHIP, FELLOWSHIP, ETC. RECEIVED | SPECIAL AWARDS, HONORS, ETC. |

**As Alumnus**

| MEMBERSHIPS IN ALUMNI CLUBS, DEVELOPMENT FUND VOLUNTEER, ALUMNI BOARDS (ASSOC.; DEV. FUND, ADVISORY, ETC.) |
|---|
| AREAS OF INTEREST AT OHIO STATE |

## MILITARY DATA

| BRANCH OF SERVICE | DATES OF SERVICE | HIGHEST RANK | AWARDS, CITATIONS, DUTY STATIONS, ETC. |
|---|---|---|---|
| | | | |

**PERSONAL DATA** — The following information will be held in strictest confidence. It is used exclusively to profile various categories of alumni and for statistical purposes.

| RACE | RELIGION | COUNTRY OF CITIZENSHIP |
|---|---|---|
| | | |





| ANNUAL INCOME | ☐ UNDER $10,000 | ☐ $20,000 - $29,999 | ☐ $50,000 OR MORE |
|---|---|---|---|
| | ☐ $10,000 - $19,999 | ☐ $30,000 - $49,999 | |

# Part III: Opinion Questionnaire Samples

Alfred University
M. Richard Rose
President

Please note:
This survey is the basis for the article, "The postman rings thrice: How to survey your alumni through the mail," on page 9 of this handbook.

Dear Alumnus/a:

You are one of only ten percent of our alumni randomly selected for inclusion in the enclosed survey. Your response is designed to be anonymous.

The information we will gain from this survey is important if we are to ascertain Alfred's relationship with our alumni body, and, by understanding where we have been, to more accurately set our course for the future.

The data you give us will have an impact on student recruitment, fund raising, alumni programming and institutional communications. Alumni who complete and return the survey will receive a copy of the final tabulation in the spring.

I stress the need for your cooperation in this project. Please complete and return this survey now. Thank you for your time and consideration.

Sincerely,

M. R. Rose

M. Richard Rose
*President*

## INSTITUTIONAL PROGRAMMING INVENTORY — ALUMNI*

**Instructions:**

1. Read and follow instructions for each question. *Total reading time: approximately 20 minutes.*
2. Return the completed questionnaire in the postage-paid envelope.
3. Mail the postage-paid postcard separately. This preserves your survey anonymity while permitting verification of responses.

**PLEASE RETURN COMPLETED SURVEY AND POSTCARD BY SEPTEMBER 30.**

*Alfred considers as alumni any student who completed two or more semesters of undergraduate study or received a graduate degree at Alfred.

PART A *(Check correct number in each question)*

1. AGE:
   1. ☐ under 20
   2. ☐ 20–29
   3. ☐ 30–39
   4. ☐ 40–49
   5. ☐ 50–59
   6. ☐ 60–69
   7. ☐ 70 and over
2. SEX:
   1. ☐ Male
   2. ☐ Female
3. AREA OF CONCENTRATION AT ALFRED:

3-A.
   1. ☐ Graduate study
   2. ☐ Undergraduate study
   3. ☐ Both

3-B.
   1. ☐ Physical or Life Sciences or Mathematics
   2. ☐ Social Sciences or History
   3. ☐ Humanities
   4. ☐ Theology
   5. ☐ Agriculture and Technical
   6. ☐ Ceramics—Engineering and Science
   7. ☐ Ceramics—Art and Design
   8. ☐ Nursing
   9. ☐ Business Administration
   10. ☐ Education

4. GRADUATE STUDY AT A.U. OR ELSEWHERE:
   1. ☐ Yes
   2. ☐ No
5. GRADUATE DEGREE AT A.U. OR ELSEWHERE:
   1. ☐ Yes
   2. ☐ No

PART B

6. HOW CLOSELY RELATED IS YOUR CURRENT OCCUPATIONAL AREA TO THE AREA OF YOUR UNDERGRADUATE STUDY? *(Check 1)*

1. ☐ Very closely related
2. ☐ Within the same general area
3. ☐ Not at all related

7-A. WHICH OF THE FOLLOWING UNDERGRADUATE EXPERIENCES AT A.U. OR ELSEWHERE HAD THE MOST EFFECT ON YOUR PRESENT PERSONAL AND PROFESSIONAL DEVELOPMENT? *(Check no more than 3)*

1. ☐ Accumulation of specific knowledge or techniques in academic subjects
2. ☐ Interaction with faculty
3. ☐ Social maturation
4. ☐ Development of self-discipline
5. ☐ Clarification of life values and goals
6. ☐ Development of a sense of societal responsibility
7. ☐ Expansion of tolerance for people and ideas
8. ☐ Development of versatility in communications and reasoning skills
9. ☐ Other: (specify)_____

7-B. WHICH OF THE ABOVE HAS BEEN THE LEAST IMPORTANT? *(Check 1)*

1. ☐ 2. ☐ 3. ☐ 4. ☐ 5. ☐ 6. ☐ 7. ☐ 8. ☐

8. WHAT IS THE GENERAL REACTION YOU RECEIVE WHEN YOU IDENTIFY YOURSELF WITH ALFRED? *(Check 1)*

1. ☐ Heard of Alfred and has a strong favorable opinion
2. ☐ Heard of Alfred and knows some general information about the school (e.g., reputation, location, etc.)
3. ☐ Heard of Alfred and has a strong unfavorable opinion
4. ☐ Never heard of Alfred because of geographic location

9. HOW DO YOU MOST CLOSELY IDENTIFY WITH ALFRED? *(Check 1)*

1. ☐ By graduating class
2. ☐ By Greek house
3. ☐ By College (e.g., Liberal Arts, Ceramics, etc.)
4. ☐ By sports affiliation (either from your undergraduate team or because you follow a present athletic team)
5. ☐ Through a regional chapter
6. ☐ The University as a whole rather than any specific area
7. ☐ I don't identify with Alfred at all
8. ☐ Other: (specify)_____

10-A. ARE YOU AS PROUD OF YOUR AFFILIATION WITH ALFRED AS YOUR FRIENDS ARE PROUD OF THE AFFILIATIONS WITH THEIR COLLEGES? *(Check 1)*

1. ☐ Yes
2. ☐ No

10-B. IF NO, WHY NOT? *(Check all that apply)*

1. ☐ Alfred has a poorer academic reputation
2. ☐ Alfred has a poorer social standing
3. ☐ Alfred is not as well known
4. ☐ Alfred's athletic teams are not as good
5. ☐ Other: (specify)_____

11. ALFRED'S FINANCIAL POSITION IS: *(Check 1)*

1. ☐ Very sound
2. ☐ Somewhat sound
3. ☐ Somewhat unsound
4. ☐ Very unsound
5. ☐ Don't know

12. ALFRED'S GENERAL REPUTATION IS: *(Check 1)*

1. ☐ Very strong
2. ☐ Somewhat strong
3. ☐ Somewhat weak
4. ☐ Very weak
5. ☐ Don't know

13. ADMISSION TO ALFRED IS: *(Check 1)*

1. ☐ Very difficult
2. ☐ Somewhat difficult
3. ☐ Somewhat easy
4. ☐ Very easy
5. ☐ Don't know

PART C

14. WHAT DO YOU THINK WOULD BE THE BEST WAY FOR ALFRED TO SPEND ITS PUBLIC RELATIONS DOLLARS? *(Check 1)*

1. ☐ Improve communications with present constituents (e.g., alumni, parents, donors, prospective students, etc.)
2. ☐ Make the general public more aware of Alfred in order to improve its general reputation
3. ☐ Other: (specify)_____

15. GIVE YOUR GENERAL IMPRESSION OF THE MAIL COMMUNICATIONS *OTHER THAN THE ALFRED REPORTER*, THAT YOU RECEIVE FROM ALFRED SUCH AS ALUMNI HOMECOMING AND REUNION ANNOUNCEMENTS AND ANNUAL FUND SOLICITATIONS:

| | *Poor* | | | *Good* |
|---|---|---|---|---|
| 1. Informative | ☐ | ☐ | ☐ | ☐ |
| 2. Attractive | ☐ | ☐ | ☐ | ☐ |
| 3. Timely | ☐ | ☐ | ☐ | ☐ |
| 4. Interesting | ☐ | ☐ | ☐ | ☐ |

16. RATE THE FOLLOWING SOURCES OF YOUR INFORMATION ABOUT ALFRED:

| | *Poor* | | | *Good* |
|---|---|---|---|---|
| 1. *The Alfred Reporter* | ☐ | ☐ | ☐ | ☐ |
| 2. Alumni mailings and activities | ☐ | ☐ | ☐ | ☐ |
| 3. Fund-raising mailings and the annual telethon | ☐ | ☐ | ☐ | ☐ |
| 4. Public media | ☐ | ☐ | ☐ | ☐ |
| 5. Student contacts | ☐ | ☐ | ☐ | ☐ |
| 6. Other: (specify)_____ | ☐ | ☐ | ☐ | ☐ |

17. THE UNIVERSITY SENDS *THE ALFRED REPORTER* TO ALL ALUMNI. HOW COMPLETELY DO YOU READ *THE REPORTER? (Check 1)*

1. ☐ Read most articles in detail
2. ☐ Read only major stories
3. ☐ Read certain sections only
4. ☐ Skim entire paper
5. ☐ Do not read at all

50

18. RATE THE TYPES OF ARTICLES THAT YOU READ OR WOULD BE INTERESTED IN READING: *(Check all that apply)*

| | | *Very Interested* | *Interested* | *Not Interested* |
|---|---|---|---|---|
| 1. | General campus news | ☐ | ☐ | ☐ |
| 2. | Features about faculty members | ☐ | ☐ | ☐ |
| 3. | Features about students | ☐ | ☐ | ☐ |
| 4. | Class notes | ☐ | ☐ | ☐ |
| 5. | National education news | ☐ | ☐ | ☐ |
| 6. | Alumni Association news | ☐ | ☐ | ☐ |
| 7. | Sports | ☐ | ☐ | ☐ |
| 8. | Fund-raising news | ☐ | ☐ | ☐ |
| 9. | Features about alumni | ☐ | ☐ | ☐ |
| 10. | Other: (specify)_____ | ☐ | ☐ | ☐ |

19. CHECK THE BOX IN 19-A and 19-B THAT BEST EXPRESSES YOUR ATTITUDE TOWARD THE APPROACH *THE REPORTER* SHOULD TAKE. SHOULD *THE REPORTER* STRESS:

19-A.

| Greater in-depth editorial coverage; fewer photos and less design considerations | | About right as is | | Less in-depth editorial coverage; more photos and greater design considerations |
|---|---|---|---|---|
| ☐ | ☐ | ☐ | ☐ | ☐ |

19-B.

| Fewer issues with more content per issue, but less timely news | | About right as is | | More issues with less content per issue, but more timely news |
|---|---|---|---|---|
| ☐ | ☐ | ☐ | ☐ | ☐ |

20-A. CONSIDERING ALUMNI ASSOCIATION CHAPTER ACTIVITIES, WOULD YOU PREFER? *(Check all that apply)*

1. ☐ Assisting the Admissions Office
2. ☐ Social activities
3. ☐ Presentations by A. U. faculty and staff members at meetings
4. ☐ Opportunity to meet present students
5. ☐ Other: (specify)_____

20-B. WHICH MEMBERS OF THE ALFRED COMMUNITY WOULD YOU MOST ENJOY SEEING AGAIN AT CHAPTER FUNCTIONS?

_____

_____

_____

_____

_____

_____

21. WHICH OF THE FOLLOWING HAVE YOU PARTICIPATED IN DURING THE PAST 5 YEARS AND/OR WOULD LIKE TO PARTICIPATE IN DURING THE NEXT 2 YEARS? *(Check all that apply in* **each** *column)*

| I have participated during the past 5 years | | I would be interested in participating within the next 2 years |
|---|---|---|
| 1. ☐ | Homecoming | 1. ☐ |
| 2. ☐ | Admissions Volunteer | 2. ☐ |
| 3. ☐ | Regional Chapter function | 3. ☐ |
| 4. ☐ | Career Counseling Volunteer | 4. ☐ |
| 5. ☐ | Contributed money to A.U. | 5. ☐ |
| 6. ☐ | Class Reunion Weekend | 6. ☐ |
| 7. ☐ | Political activity in behalf of A. U. | 7. ☐ |
| 8. ☐ | Alumni College Seminars | 8. ☐ |
| 9. ☐ | Campus visit | 9. ☐ |
| 10. ☐ | Listed Alfred in my will | 10. ☐ |
| 11. ☐ | Nominated Alumni Trustees | 11. ☐ |
| 12. ☐ | Campus Cultural Events | 12. ☐ |
| 13. ☐ | Alumni Travel Program | 13. ☐ |
| 14. ☐ | Encouraged prospective students to think about A. U. | 14. ☐ |
| 15. ☐ | Served on A. U. or Alumni Association boards or in leadership roles in the above functions | 15. ☐ |
| 16. ☐ | Other: _____ | 16. ☐ |
| 17. ☐ | _____ | 17. ☐ |
| 18. ☐ | _____ | 18. ☐ |

22. WHICH STATEMENT BEST DESCRIBES YOUR RELATION TO ALFRED: *(Check 1)*

1. ☐ I am active in at least some of the activities listed above
2. ☐ I am not active due to geographic location, age or other reasons, but still feel a loyalty to Alfred and speak well of it to others
3. ☐ I am not active because no one asked me to participate
4. ☐ I am not active because none of the activities appeal to me
5. ☐ I am not active because I'm not interested in Alfred
6. ☐ Other: (specify)_____

If (3), check the box on the return postcard

If (4), what activities would appeal to you? _____

_____

If (5), is there any specific reason that you've lost interest in Alfred? _____

_____

_____

23-A. HAVE YOU CONTRIBUTED TO THE UNIVERSITY IN THE PAST TWO YEARS? *(Check 1)*

1. ☐ Yes
2. ☐ No

23-B. IF NO, WHY NOT? *(Check 1)*

1. ☐ I don't think I can give enough to make my gift worthwhile
2. ☐ I don't consider Alfred's needs as important as other charities
3. ☐ I don't contribute to any organization
4. ☐ I don't wish to contribute to A.U.
5. ☐ Other: (specify)_____

24. WHICH OF THE FOLLOWING **APPROACHES** WOULD MOST MOTIVATE YOU TO CONTRIBUTE OR INCREASE YOUR CONTRIBUTION TO ALFRED? *(Check no more than 2)*

1. ☐ A letter from a classmate
2. ☐ A letter from the Development Office
3. ☐ A telethon call from a student, faculty member or volunteer
4. ☐ An informative brochure about how the money is used
5. ☐ I will not contribute under any circumstances
6. ☐ Other: (specify)_____

25. WHAT ARE THE **REASONS** YOU WOULD CONTRIBUTE OR INCREASE YOUR CONTRIBUTION TO ALFRED? *(Check no more than 3)*

1. ☐ Gratitude for my education
2. ☐ Belief in higher education
3. ☐ Endorsement of Alfred's present policies
4. ☐ The opportunity to designate a specific use for my gift
5. ☐ Knowing that a high rate of participation influences foundations and corporations to give
6. ☐ Gifts are tax deductible
7. ☐ Fond memories of Alfred
8. ☐ Knowing how my gift is used to help faculty and students
9. ☐ To secure the continued value of my diploma
10. ☐ Other: (specify)_____

26. FOR WHICH **PROGRAMS** WOULD YOU MOST LIKELY INCREASE OR INITIATE A CONTRIBUTION TO ALFRED? *(Check no more than 3)*

1. ☐ Support for your academic major
2. ☐ Renovate campus buildings
3. ☐ Expand the library holdings
4. ☐ Add "no-need" academic scholarships
5. ☐ Increase need-based financial aid
6. ☐ Improve faculty salaries
7. ☐ Expand the athletic program
8. ☐ Beautify the campus
9. ☐ Increase student services
10. ☐ Support general operating needs
11. ☐ Improve academic facilities and equipment
12. ☐ Other: (specify)_____

**OVER**

53

WRITE ANY ADDITIONAL COMMENTS ON THE SURVEY QUESTIONS OR ABOUT A.U. IN GENERAL HERE:

THANK YOU.

54

# BRADLEY UNIVERSITY

PRESIDENT

Dear Bradley Alumnus:

You are the single most important consideration in any evaluation of Bradley University's worth. Your accomplishments and stature are at once the most visible and most meaningful measures of the quality of the Institution.

At this time we are examining Bradley's role as a private institution of higher learning and our future academic mission. We value your opinions and ask you to complete and return the enclosed questionnaire.

Surveys of this kind serve a dual purpose. In addition to updating our records on your accomplishments, they help us form long-range development plans influenced by your views on the directions Bradley should consider in the future. Armed with this information, Bradley can present a strong case to corporations and foundations when seeking their support.

Participation in this survey also provides a unique opportunity to become a volunteer for Bradley University. By indicating on the questionnaire those areas in which you have an interest or expertise, we can identify the areas in which your skills, time and enthusiasm can serve your *Alma Mater.*

Your interest and your efforts as an alumni volunteer will greatly benefit Bradley University. The students currently enrolled will be significantly affected by your views and support as they join the ranks of Bradley alumni.

Thank you for your cooperation.

Sincerely,

Martin G. Abegg
President



PEORIA, ILLINOIS / 61625 / 309-676-7611

# BRADLEY UNIVERSITY

VICE PRESIDENT FOR DEVELOPMENT

Follow-up letter to nonrespondents

Dear Bradley Alumnus:

This past June we began a major effort to ascertain what Bradley's alumni are feeling and thinking about the University. With this information we also began a total updating of our record system so that we have an accurate profile of all our responding alumni.

As we face the challenges of the 1980's with the new century just around the corner, we must know the needs of our constituencies - our students, faculty, staff and alumni. In the absence of such knowledge, we cannot accurately measure our successes in achieving the excellence demanded of higher education in this century. Without the knowledge of alumni achievements -- honors, awards, corporate positions -- we cannot present the strongest case for support to companies, foundations and other organizations.

I have enclosed a second Alumni Records Survey in this letter. If you have already responded and our letters cross in the mail, please disregard this form.

We ask that you consider the importance of this study and respond. Your needs, your involvement and your continuing support of your *Alma Mater* are most critical to Bradley University's future.

Sincerely,

Ian T. Sturrock

Ian T. Sturrock
Vice President for Development
and University Relations

PEORIA, ILLINOIS / 61625 / 309-676-7611

# BRADLEY UNIVERSITY

VICE PRESIDENT FOR DEVELOPMENT

Final follow-up request to nonrespondents

Dear Bradley Alumnus:

The enclosed survey is the final copy which you will be receiving in our Alumni Records project. This questionnaire is the same as the others and affords you the opportunity to tell Bradley University more about yourself -- your memories, your accomplishments, and your views concerning Bradley's future.

Please respond by completing this survey and sending it back in the postage-paid envelope enclosed. I cannot state too strongly how much your participation means to Bradley as we form our case for private support and as we plan for the future of this Institution. You are our measure of success and we need your help.

If you have already responded, please disregard this letter.

Sincerely,

Ian T. Sturrock
Vice President for Development
and University Relations

PEORIA, ILLINOIS / 61625 / 309-676-7611



57

# BRADLEY UNIVERSITY
## ALUMNI RECORDS SURVEY
### 1983

Please complete name and address below only if this label is incorrect.

Please answer all of the remaining questions.

*If both persons in a married household are Bradley alumni and wish to complete two separate surveys, please contact Bradley at (309) 672-3858.

| TITLE Mr., Ms., Mrs., Miss, ETC. | LAST NAME | FIRST NAME | MIDDLE/MAIDEN NAME | SUFFIX (Jr., Sr. M.D., ETC. |
|---|---|---|---|---|
| STREET ADDRESS/APARTMENT NUMBER | | | | |
| CITY | STATE | ZIP | PHONE ( )- | |
| EMPLOYER | TITLE | PHONE ( )- | YEARS EMPLOYED WITH COMPANY | |
| LOCAL EMPLOYER ADDRESS | CITY | STATE | ZIP | |
| HOME OFFICE ADDRESS | PREFERRED ADDRESS ☐ Home ☐ Business | BIRTHDATE \| \| | MARITAL STATUS ___Widowed ___Single ___Separated ___Married ___Divorced | |
| SPOUSE'S TITLE | LAST NAME | FIRST NAME | MIDDLE/MAIDEN | SUFFIX |
| EMPLOYER | TITLE | PHONE ( )- | YEARS EMPLOYED WITH COMPANY | |
| EMPLOYER ADDRESS | CITY | STATE | ZIP | |
| HOME OFFICE | PREFERRED ADDRESS ☐ Home ☐ Business | BIRTHDATE \| \| | SCHOOL/DEGREE(S) _____ _____ | |

Please list the names and birthdates of your children. What schools do they currently attend?

| NAME | BIRTHDATE | SCHOOL |
|---|---|---|
| | | |
| | | |
| | | |

Please list below any relatives who have attended or are currently attending Bradley.

| NAME | RELATIONSHIP | BRADLEY DEGREE(S) | YEAR |
|---|---|---|---|
| | | | |
| | | | |
| | | | |

If you would like to recommend Bradley to high school age children of friends, check here to receive information regarding admission to Bradley _____. What year would they be starting Bradley? _____ What schools do they currently attend?

| NAME | SCHOOL | ADDRESS |
|---|---|---|
| | | |
| | | |
| | | |

## General Information/Opinions

1. Please list your honors and involvements in the space provided. Attach additional sheets of paper if needed.

Professional Memberships: _____

Awards: _____

Recent Publications: _____

Civic Activities _____

Other: _____

2. Please indicate your Bradley degree(s) by circling the appropriate letter. If your degree is not listed, please record it in "Other".

| | | | | | |
|---|---|---|---|---|---|
| BA | Bachelor of Arts | BSE | Bachelor of Science in Engineering | MFA | Master of Fine Arts |
| BS | Bachelor of Science | BST | Bachelor of Science in Technology | MLS | Master of Liberal Studies |
| BFA | Bachelor of Fine Arts | MA | Master of Arts | MM | Master of Music |
| BMUS | Bachelor of Music | MS | Master of Science | MME | Master of Music Education |
| BME | Bachelor of Music Education | MBA | Master of Business Administration | MNS | Master of Natural Science |
| BSC | Bachelor of Science in Construction | MEA | Master of Engineering Administration | Other: _____ | |

3. For statistical purposes, please indicate your income range. This will be kept confidential.

| INDIVIDUAL | FAMILY | RANGE | INDIVIDUAL | FAMILY | RANGE |
|---|---|---|---|---|---|
| _____ | _____ | Below $15,000 | _____ | _____ | $75,000 - $99,999 |
| _____ | _____ | $15,000 - $29,999 | _____ | _____ | $100,000 - $249,999 |
| _____ | _____ | $30,000 - $49,999 | _____ | _____ | $250,000 and over |
| _____ | _____ | $50,000 - $74,999 | | | |

4. Please list any corporations, businesses or foundations of which you or your spouse is a Director, Trustee or Officer.

| You | Spouse | NAME | LOCATION | TITLE |
|---|---|---|---|---|
| _____ | _____ | | | |
| _____ | _____ | | | |
| _____ | _____ | | | |

5. Listed below are some of the areas in which Bradley is involved. Please list in order of preference the five areas of greatest interest to you. This information will help identify campus activities or relevant material which may interest you.

_____ 1st _____ 2nd _____ 3rd _____ 4th _____ 5th

| | | |
|---|---|---|
| A. Alumni Activities | J. Estate Planning | R. Journalism/Public Relations/Mass. Comm. |
| B. Black Studies | K. Fine Arts | S. Library |
| C. Business Administration | L. Forensics | T. Manufacturing |
| D. Computer Science | M. Fraternities/Sororities | U. Nursing/Speech & Hearing Sciences |
| E. Construction | N. Graduate School (Bus. Admin., Educ., Engr., Liberal Arts) | V. Sciences |
| F. Continuing Education | | W. Scholarships |
| G. Co-operative Education | O. Humanities | X. Social Sciences |
| H. Education | P. Intercollegiate Athletics | Y. WCBU/FM |
| I. Engineering (CE, EE, IE, ME) | Q. International Studies | Z. Other _____ |

6. Listed below are some examples of how Bradley alumni are helping the University. Please indicate the areas in which you would like to become involved.

| | |
|---|---|
| _____ Participate in Annual Fund Phonathons. | _____ Refer job openings to the Bradley Center for Career Development. |
| _____ Assist in capital campaign activities. | _____ Welcome new Bradley students & alumni who move into your area. |
| _____ Serve as class representative. | _____ Serve as Bradley University advocate with your company. |
| _____ Assist Bradley as advocate or liaison with public officials/media. | _____ Represent Bradley at official functions in your geographic area. |
| _____ Serve on the co-ordinating committee for alumni programs in your city area. | _____ Assist the Bradley Admissions Office in student recruiting. |
| _____ Sponsor a student co-op in your particular field of employment. | _____ Other - Please explain: _____ |

7. As a student at Bradley, did you receive financial aid? ____Scholarship ____Job ____Loan ____None

Name of Scholarship: _____

8. Please list any volunteer activities in which you are now or have been involved. Include Bradley University involvements.

NAME OF ORGANIZATION ACTIVITY/TITLE

_____

_____

_____

_____

9. How do you view the role of private higher education?

_____

_____

_____

_____

10. What do you feel should be the major emphasis (outside of academic preparation) of a private university?

_____

_____

_____

_____

11. In a few words, describe Bradley University as you remember it.

_____

_____

_____

_____

12. What individual at Bradley had the most positive impact on your academic and professional life? _____

13. What individual is your strongest current link to Bradley? _____

14. In terms of your preparation for college, career and adult life, what were the strengths of your Bradley education? _____

_____

_____

15. Do you feel informed about Bradley University? ____ Yes ____ No Please Indicate:

A. Very well-informed B. Well-informed C. Somewhat-informed D. Poorly-informed

16. When was the last time you were on campus? _____ What was the occasion? _____

17. How do you most often hear about Bradley? (Please circle)

A. Publications (*Hilltopics*, etc.) B. Classmates C. Friends or other alumni D. Administration or faculty E. Local media

18. In *Hilltopics*, which of the following categories need to receive greater emphasis? (Please circle.)

A. Campus news B. Sports C. Feature articles D. Class notes E. Articles by faculty F. Alumni news/events

19. Do you want the Alumni programs to be principally one of the following? (Circle one or indicate order of preference.)

A. Service-oriented (admissions, career-planning, fund-raising) B. Informational C. Social

20. If you contributed to the Annual Fund, which of the following reasons best explains your reason for giving? (Circle one)

A. I appreciate the education I received at Bradley.
B. I feel an obligation to support private education.
C. I want the satisfaction of being part of a 'quality' institution
D. I want to maintain the quality of the institution.
E. I want to maintain the quality of Bradley for my children.
F. I want to help send other children to Bradley.

21. **If you do not give to the Annual Fund, why not? (Circle one)**

A. Lack of interest B. Lack of personal funds C. I disagree with current school policy D. Other: _____

22. **Please list your non-Bradley degrees.**

_____

_____

_____

23. **Do you wish to be identified with your racial/ethnic group? Please check appropriate category:**

1. ____ American Indian/Alaskan Native
2. ____ Black Non-Hispanic
3. ____ Asian or Pacific Islander
4. ____ Hispanic (Spanish American)
5. ____ White Non-Hispanic
6. ____ Other _____

24. **The Trustees, faculty and administration have identified needs to satisfy the long range requirements of the school. Recognizing that all needs cannot be funded, your evaluation of the importance of these needs would greatly assist us in our planning. Please number in order of priority:**

A. ____ Endowment Growth:
- ____ Faculty Development
- ____ Student Assistance
- ____ Campus Preservation

B. ____ Renovation/Construction

C. ____ Equipment Enhancement/Replacement

D. ____ Library Facilities/Acquisitions

E. ____ Additional Academic Programs
- ____ Engineering/Computer Science/Business Admin.
- ____ Communications/Fine Arts
- ____ Other

25. **This questionnaire has been designed to assist us in maintaining communication between Bradley and our Alumni. If you feel there is an area the questionnaire has neglected, please comment below.**

_____

_____

_____

_____

Bradley University's future is bright. During the past decade, Bradley has improved and strengthened its position so that the Institution will remain strong through the 1980's. Increased enrollment and student quality, a fund raising program which has achieved national recognition and several new campus facilities have combined for additional enhancement of the Bradley environment. During the past three years Bradley University has invested significantly in developing new buildings and in making major campus improvements. In the future, the University will continue to emphasize the need for improved and expanded campus facilities as well as general campus beautification. Private gift support plays a significant role in enabling Bradley University to accomplish its mission of providing superior undergraduate education in a private setting. In the past six years contributions have nearly tripled, reaching the $2.2 million mark in 1981-82. The number of active contributors from alumni, friends, corporations, and foundations have increased more than four-fold. Clearly, Bradley's institutional goals, along with Peoria's city redevelopment plan, have resulted in a partnership for progress for the 1980's.

*If you have questions regarding this questionnaire, please telephone the Development Office at (309) 672-3858 or write:*

*Bradley University*
*Office of Development*
*201 Swords Hall*
*Peoria, Illinois 61625*

California School of Professional Psychology

See page 165 for a report on the results of this survey.

# CSPP
# 1981 Alumni Survey

1. Please confirm the name and address information on the above label. This should be your home address. Make any corrections in the space at the right of the label, please.

2. Phone numbers: (Home) _____
   (Business) _____

3. Highest degree received from CSPP:
   Ph.D. _____(a)
   M.A. _____(b)
   Other (specify) _____(c)

4. Month/Year highest CSPP degree was received: _____

5. Campus Attended:
   Berkeley/San Francisco _____(a)
   Fresno _____(b)
   Los Angeles _____(c)
   San Diego _____(d)

6. Sex:
   Male _____(a)
   Female _____(b)

7. Current Age:
   20-29 _____(a)
   30-39 _____(b)
   40-49 _____(c)
   50-59 _____(d)
   60 or Over _____(e)

8. Racial/Ethnic Background:
   Caucasian _____(a)
   Black _____(b)
   Hispanic/Chicano _____(c)
   Asian _____(d)
   American Indian _____(e)
   Other _____(f)

9. Current employment:

| Title | Agency/Organization | City/State |
|---|---|---|
| | | |
| | | |
| | | |

10. Are you currently licensed as a psychologist?

Yes _____(a)
No _____(b)

11. In what states are you licensed?

California _____(a)
Other (specify) _____(b)

12. After how many months following graduation from CSPP did you first receive licensure?

12 or less _____(a)
13-18 _____(b)
19-24 _____(c)
25 or more _____(d)

13. If you experienced any difficulties obtaining licensure, please explain: _____

_____
_____
_____

14. What percent of your professional time currently is spent in the following setting(s)?

Private, non-provit clinic_____% time(a)
Private, profit clinic_____% time(b)
County mental health center_____% time(c)
State hospital_____% time(d)
Local hospital_____% time(e)
Community agency_____% time(f)
Local school district_____% time(g)
College/university_____% time(h)
Federal civil service/military_____% time(i)
Corrections/probation_____% time(j)
Business/industry_____% time(k)
Other (specify)_____% time(l)

15. What percent of your professional time currently is allocated to the following activities?

Group therapy_____% time(a)
Family/couples therapy_____% time(b)
Individual therapy_____% time(c)
Research_____% time(d)
Program evaluation_____% time(e)
Assessment_____% time(f)
Teaching_____% time(g)
Supervision_____% time(h)
Consultation_____% time(i)
Administration_____% time(j)
Program planning_____% time(k)
Writing for publication_____% time(l)
Other (specify)_____% time(m)

16. How would you describe your present theoretical position and treatment approach?

Psychodynamic _____(a)
Social-Learning _____(b)
Behavior modification _____(c)
Psychoanalytic _____(d)
Rational-Emotive _____(e)
Humanistic _____(f)
Existential _____(g)
T.A. _____(h)
Other (specify) _____(i)

17. In what professional associations do you currently hold membership?

APA _____(a)
State psychological association _____(b)
Regional psychological association _____(c)
Other (specify) _____(d)

18. What professional honors have you received since graduation?

APA Fellow _____(a)
ABPP Diplomat _____(b)
Other (specify) _____(c)

19. Please list any boards (agency, corporate, educational, etc.) on which you serve. _____

_____

20. In what areas are you currently conducting research? _____

_____

_____

21. Please list any articles or books that you have published since graduation. ___

_____

_____

22. What was the approximate amount of your total household income last year (include only self and spouse)?

$14,999 or under _____(a)
$15,000-$24,000 _____(b)
$25,000-$34,999 _____(c)
$35,000-$44,999 _____(d)
$45,000-$54,999 _____(e)
$55,000-$64,999 _____(f)
$65,000-$74,999 _____(g)
$75,000-$84,999 _____(h)
$85,000-$94,999 _____(i)
$95,000 or over _____(j)

23. How would you rate the quality of the education that you received at CSPP to that received at other schools by psychologists whom you know?

Very Superior _____(a)
Slightly superior _____(b)
Same _____(c)
Slightly inferior _____(d)
Very Inferior _____(e)

24. What courses taken at CSPP have proven most valuable to you in your professional life? _____

_____

25. What courses would you recommend be added to the CSPP curriculum? _____

_____

_____

26. Since graduation from CSPP what continuing education courses related to psychology have you taken? _____

_____

27. What topics do you think CSPP should address in its continuing education courses? _____

_____

28. What persons prominent in the mental health field would you like to see make presentations at CSPP-sponsored symposia? _____

_____

29 Which of the following programs/services would you like CSPP to offer its alumni?

Continuing education courses _____(a)
Job announcements/placement service _____(b)
Alumni resource directory _____(c)
Seminars on professional issues _____(d)
Serve as guest lecturer on campus _____(e)
Opportunities to serve in school governance _____(f)
Alumni notes sections in school publications _____(g)
Regularly scheduled alumni meetings _____(h)
Prelicensing training _____(i)
Travel/study programs _____(j)
Health insurance _____(k)
Social events _____(l)
Other (specify) _____(m)

30. Would you be willing to contribute financially to any of the following campus development efforts?

Student scholarships _____(a)
Faculty salaries _____(b)
Building and capital needs _____(c)
Faculty/student research _____(d)
Library _____(e)
Unrestricted purposes _____(f)
Other (specify) _____(g)
I would not contribute _____(h)

31. In which of the following ways would you be willing to assist the CSPP Admissions Office?

Talk by phone with local prospective applicants _____(a)
Meet in person with local prospective applicants _____(b)
Other (specify) _____(c)
I am not able to assist _____(d)

32. Which of the following article topics is of most interest to you as content in CSPP alumni publications? (Please check only one.)

Research in psychology _____(a)
Techniques or strategies of intervention _____(b)
Public issues relevant to psychology _____(c)
Work of CSPP alumni, faculty, students _____(d)
Events at CSPP _____(e)
Others (specify) _____(f)

33. Please use the space below to cite professional and personal activities which you would like to publicize in the alumni notes section of Outreach.

# Canisius College

Office of the President

March, 1980

Dear Canisian,

In order to update our records and also to determine the impact that the College has had upon its graduates, the College has developed the 1980 Alumni-Alumnae Survey.

The survey will assist us in compiling an accurate statistical picture of our alumni and alumnae. It will also aid the College in evaluating its current programs, in order to provide better services for both the alumni and student bodies. Moreover, it will enhance the College's capabilities in the areas of alumni affairs, continuing studies, development, and career advisement.

You will notice that the questionnaire contains a number of personal inquiries about your family, career, resources, and opinions. Your response to these questions will be of great help in evaluating the impact of your Canisius experience and in determining future programs for the College. I assure you that the information you provide will be held in strictest confidence and will be published only in general statistical form.

I hope you will take the 20 minutes it will require to read and complete the questionnaire, and return it in the enclosed envelope within the week. Your cooperation will be deeply appreciated and most valuable to Canisius.

Thank you very much for your assistance. May God always bless you!

Sincerely yours,

James M. Demske, S.J.

Rev. James M. Demske, S.J.
President

2001 Main Street Buffalo, New York 14208 716-883-7000

**CANISIUS COLLEGE**
OFFICE OF THE PRESIDENT
2001 MAIN STREET
BUFFALO, NEW YORK 14208

NON-PROFIT ORG.
U.S. POSTAGE
PAID
BUFFALO, N.Y.
PERMIT NO. 794

Follow-up questionnaire sent to nonrespondents

**TO**

ADDRESS CORRECTION REQUESTED

I haven't received your completed Alumni Survey yet. Won't you kindly take the little time needed to complete the questionnaire and return it to me today? Thank you!

James M. Demske, S.J.

**CANISIUS COLLEGE**
OFFICE OF THE PRESIDENT
2001 MAIN STREET
BUFFALO, NEW YORK 14208

NON-PROFIT ORG.
U.S. POSTAGE
PAID
BUFFALO, N.Y.
PERMIT NO. 794

**TO**

ADDRESS CORRECTION REQUESTED

# 1980
# Canisius College
# Alumni / Alumnae Survey

COLLEGE USE ONLY

1 (1)

(2-6)

(7-36)

(37-38)

2 (1)

(2-6)

(7-22)

(29-38)

(39-58)

1. NAME

STREET ADDRESS

CITY STATE/ZIP

*IF CORRECTIONS TO THE ABOVE ARE NECESSARY, PLACE THEM TO THE RIGHT OF THE PRINTED INFORMATION*

**PLEASE *PRINT* THE FOLLOWING INFORMATION**

HOME TELEPHONE (_____) _____
(29) (31) (32) (58)

IF MARRIED, SPOUSE'S NAME _____ / _____
(59) (First) (Former Name, if appropriate) (58)

2. **OCCUPATION**

TITLE (or description) _____
(59) (78)

3 (1)

(2-6)

(7-31)

NAME OF EMPLOYER _____
(7) (31)

EMPLOYER'S ADDRESS _____

CITY _____ STATE _____ ZIP _____

BUSINESS TELEPHONE (_____) _____ Extension _____
(32) (37) (39) (41)

(32-41)

IF SELF-EMPLOYED, CHECK HERE ..... ☐

(42)

3. **If you are currently employed in the field of public or private EDUCATION, please answer the following:**

a) School level Elementary ☐ Secondary ☐ Higher ☐

(43)

b) Principal duties are Teacher ☐ Counselor ☐ Administrative ☐

(44)

4. **a) Number of children in your family** ..... _____

(45)

**b) Their first names and dates of birth**

_____ 19____ _____ / _____ 19____ (46-47) (48-49)

_____ 19____ _____ 19____ (50-51) (52-53)

_____ 19____ _____ 19____ (54-55) (56-57)

COLLEGE USE O

5. **Please list all higher education degrees:**

| Degree | School | Major | Year Conferred |
|---|---|---|---|
| | | | |
| | | | 19__ __ |
| | | | 19__ __ |
| | | | 19__ __ |
| | | | 19__ __ |

6. **If you *did not earn a degree* at Canisius College, what was the last year you attended Canisius?** . . . 19__ __

4

7. **How did you finance your education at Canisius College?** (Check all that apply)

| | None | Some | Most |
|---|---|---|---|
| a.) Family assistance (including working spouse) | ____ | ____ | ____ |
| b.) Loans (bank loans and National Direct Student Loans — NDSL) | ____ | ____ | ____ |
| c.) Savings | ____ | ____ | ____ |
| d.) Canisius College Aid (includes scholarships, MLK, family grants, athletics, etc.) | ____ | ____ | ____ |
| e.) Federal assistance programs (Work Study, Basic Grants, SEOG, GI Bill) | ____ | ____ | ____ |
| f.) State assistance programs (TAP, Regents Scholarships, HEOP, other state grants) | ____ | ____ | ____ |
| g.) Working, outside employment | ____ | ____ | ____ |
| h.) Employer assistance | ____ | ____ | ____ |

8. a.) **If you have used the services of our Career Development and Counseling Office, what was the last year you had contact with the office?** ..... 19__ __

b.) Please rate this service: Unsatisfactory ☐1 ☐2 ☐3 ☐4 ☐5 ☐6 Satisfactory

9. **Please rank in order the *THREE MOST IMPORTANT* reasons that made Canisius College the school of your choice: #1 For Most Important, #2 For Second Most Important, #3 For Third Most Important.**

| | |
|---|---|
| a. Small classes | ____ |
| b. Location near home | ____ |
| c. Location in urban setting | ____ |
| d. Physical facilities | ____ |
| e. Parents' and/or family influence | ____ |
| f. Friends' influence | ____ |
| g. Financial Aid package | ____ |
| h. Academic reputation | ____ |
| i. Jesuit affiliation | ____ |
| j. Religious tradition | ____ |

70

COLLEGE USE ONLY

10. **Please indicate the extent of your agreement or disagreement with the following statement by using this scale:**

Definitely Disagree 1 2 3 4 5 6 Definitely Agree
If you have no opinion, place an "X" in the space.

a.) My education at Canisius helped me acquire or consolidate a set of moral principles which enable me to lead a meaningful and satisfying life ..... _____ _____ (28)

b.) The question of religion is an important concern to me as an individual. ..... _____ _____ (29)

c.) My education at Canisius strengthened my religious beliefs and practices ..... _____ _____ (30)

11. **What is your current overall impression of Canisius?** Poor ☐ ☐ ☐ ☐ ☐ ☐ Good
1 2 3 4 5 6 _____ (31)

12. **In your opinion, how would you rate the quality of the education you received at Canisius compared to that received by friends at other schools.**

Inferior ☐ ☐ ☐ ☐ ☐ ☐ Superior
1 2 3 4 5 6 _____ (32)

13. **What is the likelihood that you would encourage your son or daughter to attend Canisius College?**

Unlikely ☐ ☐ ☐ ☐ ☐ ☐ Likely
1 2 3 4 5 6 _____ (33)

14. a.) **In the past 5 years have you or your spouse attended any continuing education courses (credit-bearing or credit-free)?** YES ☐ NO ☐ _____ (34)

b.) **Would you, or your spouse, be interested in learning more about our continuing education courses (credit-bearing or credit-free) at Canisius?** YES ☐ NO ☐

If yes, in what areas? _____ _____ (35)

_____

_____

15. **Would you consider giving Canisius financial support beyond the scope of your usual annual giving, such as a capital gift or deferred gift?**

Would not consider ☐ ☐ ☐ ☐ ☐ ☐ Would consider
1 2 3 4 5 6 _____ (36)

16. a.) **To help us plan Canisius College's financial future: Have you provided for Canisius College in your current will?** YES ☐ NO ☐ _____ (37)

b.) **If NO, would you consider some provision for Canisius in your will?**

Would not consider ☐ ☐ ☐ ☐ ☐ ☐ Would consider
1 2 3 4 5 6 _____ (38)

COLLEGE USE ONLY

17. **How much of *The Canisius College Chronicle* (Alumni Newspaper) do you usually read?**
None ☐ Less than 25% ☐ 25%-50% ☐ More than 50% ☐ _____ (39)

18. **Which type of articles are you likely to read?**

| | Least Likely 1 | 2 | 3 | 4 | 5 | Most Likely 6 | |
|---|---|---|---|---|---|---|---|
| a.) Stories on Canisius College academic and administrative programs | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | _____ (40) |
| b.) What is happening generally in higher education | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | _____ (41) |
| c.) Alumni notes | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | _____ (42) |
| d.) Canisius College sports | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | _____ (43) |
| e.) Articles about students | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | _____ (44) |
| f.) Articles about Estate Planning | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | _____ (45) |
| g.) Feature stories about alumni | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | _____ (46) |
| h.) Articles on alumni/alumnae association activities (group activities) | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | _____ (47) |

19. **In the past 5 years, have you attended or have you been involved in the following Canisius activities.**
Please check all of those that apply:

a.) Class reunions ☐ _____ (48)

b.) Out-of-town receptions ☐ _____ (49)

c.) Cultural events at the College ☐ _____ (50)

d.) Travel programs ☐ _____ (51)

e.) Pre- and Post-game basketball receptions ☐ _____ (52)

f.) DiGamma or DiGamma Alpha dinner ☐ _____ (53)

g.) Alumni Artpark program ☐ _____ (54)

h.) Fitzpatrick Chair lectures ☐ _____ (55)

i.) Koessler Athletic Club membership ☐ _____ (56)

j.) Little 3 Golf ☐ _____ (57)

**20. Check those activities in which you were involved while at Canisius:**

COLLEGE USE ONLY

| | | |
|---|---|---|
| a.) Student newspaper | ☐ | |
| b.) Yearbook | ☐ | _____ (58) |
| c.) Glee Club | ☐ | _____ (59) |
| d.) Student Government | ☐ | _____ (60) |
| e.) Debating Club | ☐ | _____ (61) |
| f.) Fraternities/Sororities/Societies | ☐ | _____ (62) |
| g.) Little Theater/Dramatics | ☐ | _____ (63) |
| h.) Campus Programming Board/Student Union Board | ☐ | _____ (64) |
| i.) Class office | ☐ | _____ (65) |
| j.) DiGamma/DiGamma Alpha | ☐ | _____ (66) |
| k.) Sodality/St. Vincent de Paul/Reach | ☐ | _____ (67) |
| l.) Varsity Sports | ☐ | |
| (Specify) _____ | | |
| m.) Club Sports | ☐ | _____ (68) |
| (Specify) _____ | | |
| n.) Other | ☐ | |
| (Specify) _____ | | |

**21. As an alumnus have you served (or would you consider serving) the College in any of the following ways:**
(Check the applicable response.)

_____ $ (1)

_____ (2-6)

| | I now serve | I have served | Have not served, but would like to serve | Not interested | Not applicable | |
|---|---|---|---|---|---|---|
| a.) Helping Canisius undergraduates with their **career planning** by: | | | | | | |
| — talking by phone with individual students | ☐ | ☐ | ☐ | ☐ | ☐ | _____ (7) |
| — arranging to have students spend time at my place of business getting to know how it works | ☐ | ☐ | ☐ | ☐ | ☐ | _____ (8) |
| — coming to campus to meet with individual students or small groups | ☐ | ☐ | ☐ | ☐ | ☐ | _____ (9) |
| — coming to campus to speak at career conferences | ☐ | ☐ | ☐ | ☐ | ☐ | _____ (10) |
| — providing leads for students seeking summer jobs | ☐ | ☐ | ☐ | ☐ | ☐ | _____ (11) |
| — sponsoring internships | ☐ | ☐ | ☐ | ☐ | ☐ | _____ (12) |
| — full-time permanent jobs | ☐ | ☐ | ☐ | ☐ | ☐ | _____ (13) |
| b.) Helping Canisius **Admissions Office** as a representative: | | | | | | |
| — who meets with local students who are interested in Canisius | ☐ | ☐ | ☐ | ☐ | ☐ | _____ (14) |
| — who visits local schools to publicize Canisius | ☐ | ☐ | ☐ | ☐ | ☐ | _____ (15) |
| c.) Serving in an **Alumni/Alumnae leadership** role | ☐ | ☐ | ☐ | ☐ | ☐ | _____ (16) |
| d.) Helping with Canisius **fund-raising** as an: | | | | | | |
| — Alumni telephone volunteer | ☐ | ☐ | ☐ | ☐ | ☐ | _____ (17) |
| — Capital Campaign worker | ☐ | ☐ | ☐ | ☐ | ☐ | _____ (18) |
| — Bequest program worker | ☐ | ☐ | ☐ | ☐ | ☐ | _____ (19) |
| — Class agent | ☐ | ☐ | ☐ | ☐ | ☐ | _____ (20) |
| e.) Serving as an area representative for an out-of-town alumni club | ☐ | ☐ | ☐ | ☐ | ☐ | _____ (21) |
| f.) Serving as a member of a departmental or College-wide advisory committee | ☐ | ☐ | ☐ | ☐ | ☐ | _____ (22) |
| g.) Serving as a member of my class reunion committee | ☐ | ☐ | ☐ | ☐ | ☐ | _____ (23) |
| h.) Serving as a member of an athletic booster club | ☐ | ☐ | ☐ | ☐ | ☐ | _____ (24) |
| Specify club _____ | | | | | | |
| i.) Serving as a guest lecturer in the classroom | ☐ | ☐ | ☐ | ☐ | ☐ | _____ (25) |

COLLEGE USE ONLY

22. **Please indicate the types of *voluntary organizations* to which you currently belong and the extent of your activity. *Use the following codes to describe the type of organization:***

Alumni = 1 | Community/Civic Service = 3 | Political = 5
Business/Professional = 2 | Social = 4 | Religious = 6

| | Name of Organization | Type of Organization | Activity: Member Only | Active Member | Leadership Role | |
|---|---|---|---|---|---|---|
| a. | | | ☐ | ☐ | ☐ | ___ ___ (26, 27) |
| b. | | | ☐ | ☐ | ☐ | ___ ___ (28, 29) |
| c. | | | ☐ | ☐ | ☐ | ___ ___ (30, 31) |
| d. | | | ☐ | ☐ | ☐ | ___ ___ (32, 33) |
| e. | | | ☐ | ☐ | ☐ | ___ ___ (34, 35) |

23. **Please indicate below any *Boards* on which you serve. *Use the following codes to describe the type of Board:***

Business Corporations = 1 | Foundations = 2 | Educational Institutions = 3 | Other (please specify) = 4

| | Name of Board | Type of Board | Check here if you hold a Leadership Role | |
|---|---|---|---|---|
| a. | | | ☐ | ___ ___ (36, 37) |
| b. | | | ☐ | ___ ___ (38, 39) |
| c. | | | ☐ | ___ ___ (40, 41) |
| d. | | | ☐ | ___ ___ (42, 43) |

24. **List your honors and awards, both academic and other.**

_____ (44)

25. **List your publications, performances, exhibitions, etc.**

_____ (45)

26. **If you have ever held an elective or appointive office (non-civil service) in federal, state or local government describe *most recent*.**

a.) If elective office, check here ..... ☐ (46)
Title _____
Local? _____ State? _____ Federal? _____ Dates? _____

b.) If appointive office, check here ..... ☐ (47)
Title _____
Local? _____ State? _____ Federal? _____ Dates? _____

27. **What leisure time activities or hobbies engage your interest most seriously?** (Circle no more than *six* items.)

1. Boating/water sports
2. Camping/fishing hunting
3. Going to sporting events
4. Golf
5. Hiking
6. Skiing
7. Tennis
8. Jogging
9. Racquetball
10. Other Sports _____
11. Bridge/cards
12. Cooking
13. Attending the theater
14. Attending concerts
15. Gardening
16. Movies
17. Practicing an art or craft
    (Specify) _____
18. Reading
19. Sewing
20. Travel
21. Playing a musical instrument
    (Specify) _____
22. Photography
23. Other (Specify) _____

COLLEGE USE ONLY

___ ___ (48, 49)
___ ___ (50, 51)
___ ___ (52, 53)
___ ___ (54, 55)
___ ___ (56, 57)
___ ___ (58, 59)

28. **Gender?** ..... Male ☐ Female ☐ _____ (60)

29. **Your current age?** 20-29 ☐; 30-39 ☐; 40-49 ☐; 50-59 ☐; 60-69 ☐; 70-79 ☐; 80 and over ☐. _____ (61)

30. a.) **If you own your primary residence, what is the approximate current market value?**

Under $40,000 ..... ☐
$40,000 to $69,999 ..... ☐
$70,000 to $99,999 ..... ☐
Over $100,000 ..... ☐ _____ (62)

b.) **If you rent your primary residence, what is the approximate amount of rent per month?**

Under $200.00 ..... ☐
$200.00 to $349.00 ..... ☐
$350.00 to $499.00 ..... ☐
Over $500.00 ..... ☐ _____ (63)

31. **What was the approximate amount of your total *household income* last year? (Include only yourself and your spouse.)**

Less than $12,500 ..... ☐
$12,500 - $19,999 ..... ☐
$20,000 - $29,999 ..... ☐
$30,000 - $49,999 ..... ☐
$50,000 - $74,999 ..... ☐
$75,000 - $99,999 ..... ☐
Over $100,000 ..... ☐ _____ (64)

32. COMMENTS

a.) Please list what you believe to be the three or four major strengths of Canisius College.

b.) Please list what you believe to be the three or four major weaknesses of Canisius College.

c.) What type of activities would you like to see the Alumni Association sponsor?

If more space required, please use another sheet.

Thank you for your time and interest --

↓ REMOVE ENVELOPE HERE ↓

*PLEASE NOTE:* AFTER COMPLETING QUESTIONNAIRE PLEASE REMOVE THIS ENVELOPE TEAR OFF COVER LETTER FOLD QUESTIONNAIRE AND PLACE INSIDE ENVELOPE PEEL BACK TAPE FOLD FLAP OVER AND SEAL NO POSTAGE NECESSARY

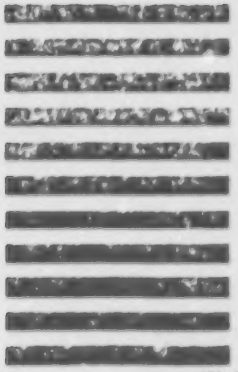
80

**BUSINESS REPLY MAIL**
FIRST CLASS PERMIT NO. 3025 BUFFALO, NEW YORK

POSTAGE WILL BE PAID BY ADDRESSEE

77

**CANISIUS COLLEGE**
ATTN: REV. JAMES M. DEMSKE, S.J.
2001 MAIN STREET
BUFFALO, NEW YORK 14208



78

IOWA STATE UNIVERSITY
OF SCIENCE AND TECHNOLOGY
Ames, Iowa 50011

OFFICE OF THE PRESIDENT

Dear Iowa Stater:

You can provide a valuable service to Iowa State University by participating in a study the Alumni Association is undertaking. Because of the importance we attach to this study, I want to encourage your participation in this project. It will require a few minutes of your time for consideration of the enclosed questionnaire.

As you are undoubtedly aware, Iowa State University continues to grow at a rapid rate at a time when many institutions are experiencing stable or declining enrollments. Enrollment this past fall was 22,803, an all-time high, and additional increases are forecast in the next few years.

There is corresponding growth in our alumni ranks which now number more than 93,000 throughout the world. The University and the Alumni Association are determined that, as the number of Iowa Staters grows larger, the quality of services to them will be maintained at a high level.

You can help us in evaluating services and establishing goals by completing the questionnaire and returning it to us at your early convenience. Your cooperation is very much appreciated.

Sincerely yours,

W. Robert Parks
President

WRP:jvp

Enclosure

# IOWA STATE UNIVERSITY
# ALUMNI QUESTIONNAIRE

(Please Print or Type)

All data existing in or originating from the Iowa State University Alumni Association shall be considered confidential and shall be used only for official University and Alumni Association related activities. Under no circumstances should such data be used for commercial or political purposes.

.....Iowa State University Alumni Association
Board of Directors

1. Where did you last live while attending ISU? (Name specific house, fraternity, Pammel Court, off-campus, etc.)

   _____

2. Were you a scholarship or loan recipient while attending ISU? (Check as many as apply)
   1 _____ Scholarship
   2 _____ Loan
   3 _____ Both
   4 _____ G.I. Bill
   5 _____ None

3. What is your birthdate? _____
   Where is your place of birth? _____
   _____

4. What is your marital status?
   1 _____ Single Male
   2 _____ Married Male
   3 _____ Single Female
   4 _____ Married Female
   5 _____ Divorced Male
   6 _____ Divorced Female
   7 _____ Widower
   8 _____ Widow
   9 _____ Separated Male
   0 _____ Separated Female

5. What are your spouse's first and middle names?

   K _____

6. What is your spouse's last name (if different from yours)?

   _____

7. What is your home telephone number? (Include area code)

   K _____

8. Print any correction in name and address if different from the label used on this form. (Include zip code)

   _____

   _____

9. Would you prefer to receive your University mail at your home or business address?

   1 _____ Home
   2 _____ Business

10. What are your children's names and when are their birthdates? (List youngest to oldest)

| | First | Last (if married) | Birthdate (month & year e.g. 09-78) |
|---|---|---|---|
| K | | | |
| K | | | |
| K | | | |
| | | | |
| | | | |

11. Did you receive any honors while attending ISU? (List honor or organization)

    _____

    _____

    _____



80

12. Do you currently hold a valid teacher's certificate?
    1 _____ Yes
    2 _____ No

13. What is your business telephone number? (Include area code)
    * _____

14. What is your business address?
    Street City
    * _____
    State Zip code
    _____

15. What is the name of your current employer?
    * _____
    _____

16. If no employer, are you:
    1 _____ Retired
    2 _____ Self Employed
    3 _____ Unemployed
    4 _____ A Homemaker

17. What is your occupational title?
    * _____
    _____

18. What kind of work do you do: that is, what are your main duties on the job?
    * _____
    _____
    _____

19. What type of business or industry is this; that is, what product is made or what service is provided?
    * _____
    _____

20. How would you rate the effectiveness of your ISU education in preparing you for this occupation?
    1 _____ Excellent
    2 _____ Good
    3 _____ Adequate
    4 _____ Poor

21. What was your total income from all sources last year, (including your spouse's income if you were married)?
    1 _____ Less than $5,000
    2 _____ $5,000-$7,500
    3 _____ $7,500-$10,000
    4 _____ $10,000-$12,500
    5 _____ $12,500-$15,000
    6 _____ $15,000-$25,000
    7 _____ $25,000-$50,000
    8 _____ $50,000-$100,000
    9 _____ More than $100,000

22. Would you say that your degree of identity with Iowa State is. . .
    1 _____ Strong
    2 _____ Moderate
    3 _____ Weak
    4 _____ Non-existent

23. What degrees have you received from institutions **other** than ISU? (List type of degree, e.g. BS, MS, etc., year received, major and institution)
    _____
    _____
    _____
    _____
    _____

24. Do you feel more strongly identified with some other institutions of higher learning than ISU?
    1 _____ Yes If yes, which one and why?
    2 _____ No
    _____
    _____
    _____

25. Through what means would you like to maintain an affiliation with Iowa State? (Check as many as may be appropriate)
    1 _____ Attendance at seminars, workshops and short courses for alumni
    2 _____ Attendance at cultural events at Iowa State Center or elsewhere on campus
    3 _____ Participation in foreign tours sponsored by the ISU Alumni Association
    4 _____ Communication with appropriate offices on campus concerning professional placement opportunities
    5 _____ Judging Veishea parade floats
    6 _____ Judging Homecoming decorations
    7 _____ Involvement with high school students interested in ISU
    8 _____ Assisting Iowa State coaches in recruiting top men and women student athletes
    9 _____ Representing ISU at inaugurals of college presidents
    A _____ Representing ISU at college days at your local high school
    B _____ Representing ISU at memorial services of prominent alumni

8i

C _____ Serving as a class agent for the ISU Achievement Fund

D _____ Participation in local alumni club activities

E _____ Participation in the Parent's Association

F _____ Acceptance of responsibilities with your University class

Acceptance of officer or committee membership responsibilities with:

G _____ ISU Achievement Fund Board of Trustees

H _____ Alumni Association Board of Directors

I _____ ISU Foundation Board of Governors

J _____ Local Alumni club

K _____ Athletic Council

L _____ Cyclone Club

M _____ Memorial Union Board of Directors

N _____ Parents Association Board of Directors

O _____ Attendance at ISU athletic events

P _____ Telephoning other alumni in your community to ask for contributions to ISU's annual giving program

R _____ Hosting an alumni related activity in your home

S _____ Assisting in verifying addresses and telephone numbers of alumni in your area.

T _____ Assisting Iowa State by contacting legislators in your area regarding University needs

U _____ Participation in the "extern program" by affording an ISU student the opportunity to work with you in your profession for one week and hosting him/her in your home

V _____ Participation in the "Alumni Family Vacation Camp" by spending a 4-day vacation on or near campus with other alumni

26. Have you attended an alumni club meeting in your area within the past two years?

1 _____ Yes

2 _____ No

27. Would you attend alumni club meetings if they were available in your area?

1 _____ Yes

2 _____ No

28. Do you feel that you have benefited from your college education enough to have justified your investment in time and money?

1 _____ Yes, definitely

2 _____ Yes, probably

3 _____ Not sure

4 _____ No, probably not

5 _____ No, definitely not

29. If you had it to do over again, would you. . .

1 _____ Attend Iowa State

2 _____ Attend some other college or university

3 _____ Not attend college

4 _____ Not sure

30. What do you feel is the most important purpose of a college education? (Check only one)

1 _____ To promote individual, personal development

2 _____ To prepare one for an occupation or career

3 _____ To make a better citizen

4 _____ To develop problem solving capabilities

5 _____ To provide exposure to a variety of ideas and opinions

6 _____ Other (Specify) _____

_____

_____

31. Did any of the following attend Iowa State? (Check as many as apply)

1 _____ Either of your parents

2 _____ Any of your grandparents

3 _____ Brothers or sisters

4 _____ Your spouse

5 _____ Any other relative of yours (other than children)

32. Check if you have any children who have attended or are now attending a college or university? (Check as many as apply)

1 _____ Iowa State University

2 _____ State University of Iowa

3 _____ Private college or university in Iowa

4 _____ Out-of-state public college or university

5 _____ Out-of-state private college or university

6 _____ University of Northern Iowa

7 _____ Two-year college in Iowa

33. Would you encourage a child of yours (or some other young person) to attend Iowa State?

1 _____ Yes

2 _____ No

3 _____ Not sure

34. How do you feel the general public rates Iowa State academically?

1 _____ Outstanding

2 _____ Excellent

3 _____ Above average

4 _____ Average

5 _____ Below average

6 _____ Poor

35. Aside from business and family, what are the areas of your greatest interest or involvement at the present time? (Check as many as apply)

1 _____ Art/Literature
2 _____ Politics
3 _____ Sports
4 _____ Education
5 _____ Service Clubs
6 _____ Church
7 _____ Music
8 _____ Social Clubs
9 _____ Other _____

36. Have you visited the Iowa State University campus since you were a regularly enrolled student?

1 _____ Yes, within the last two years
2 _____ Yes, longer than two years ago
3 _____ No

37. Do you visit the Iowa State University campus fairly regularly? (If yes, check as many as are appropriate)

1 _____ To attend extension classes
2 _____ To attend cultural events
3 _____ To attend alumni reunions
4 _____ To attend athletic events
5 _____ To attend Homecoming
6 _____ Other (Specify) _____

_____

38. Which of the following subjects, when featured in the news stories about Iowa State in **The Iowa Stater** are most likely to attract your attention? (Check as many as apply)

1 _____ Athletic Events
2 _____ Cultural Events
3 _____ Research Projects
4 _____ Academic Programs
5 _____ Financial Matters
6 _____ Student Activities
7 _____ Alumni Activities
8 _____ Faculty Appointments
9 _____ Higher Education in General
0 _____ Other (Specify) _____

_____

39. Which of the following programs do you feel the Iowa State Alumni Association should be sponsoring? (Check as many as apply)

1 _____ Reunions
2 _____ Alumni Clubs
3 _____ Group Insurance
4 _____ Honors and Awards
5 _____ Travel/Charters
6 _____ Cultural Activities
7 _____ Continuing Education
8 _____ Athletic Assistance
9 _____ Retirement Community
0 _____ Recreational Activities
A _____ Legislative Relations
B _____ Merchandizing ISU Related Items (i.e. blankets, pennants, etc.)
_____ Other (Specify) _____

_____

40. If you were asked to give some time to assist Iowa State in some way, do you think you would be likely to do so?

1 _____ Yes, definitely
2 _____ Yes, probably
3 _____ No, probably not
4 _____ No, definitely not
5 _____ Not sure

41. Do you feel it is important for alumni of a public university such as Iowa State to support their alma mater financially?

1 _____ Yes
2 _____ No

42. Have you contributed to any educational institutions other than Iowa State?

1 _____ Yes
2 _____ No

43. Comments?

_____

_____

_____

_____

New School for Social Research

66 West 12th Street
New York, N.Y. 10011
Phone 212-741-5600

March, 1980

Dear Alumnus:

Recently, the New School established an Office of Alumni Affairs. As its director and your liaison with the School, I hope to work with you and the Alumni Association in the coming years to achieve several important goals which will foster the long-term development of the university: to keep you and other alumni informed about the university; to bring alumni concerns and suggestions to the attention of the administration and the Board of Trustees; and to create programs and services responsive to alumni interests and needs.

As a preliminary step in achieving those goals, may I ask for a few minutes of your time. Would you complete the enclosed New School Alumni Questionnaire and return it to me in the post-paid envelope. Feel free to skip any questions you might consider inappropriate to your personal situation, and do not hesitate to write additional comments not specifically elicited by the Questionnaire. Your responses (which will be handled confidentially) will provide a valuable foundation of information upon which we can build a strong, meaningful New School-Alumni relationship.

Many thanks for your cooperation. I look forward to hearing from you and working with you.

Sincerely,

Anne Saplin

Anne Saplin
Director, Alumni Affairs

Enclosures

# THE NEW SCHOOL FOR SOCIAL RESEARCH

66 W. 12th St., Room 406, N.Y., N.Y. 10011

## ALUMNI SURVEY

*Please print or use a typewriter*

NAME _____ (Last) (First) (Middle)

PREFERRED TITLE (Mr., Mrs., Dr., etc.) _____

SOCIAL SECURITY NUMBER _____ DATE OF BIRTH _____

MAIDEN NAME _____

OTHER SURNAMES YOU HAVE USED SINCE ATTENDING THE NEW SCHOOL _____

HOME ADDRESS _____ (Street Name and Number)

_____ (City) (State) (Zip)

HOME PHONE ( ) _____ (Area Code)

BUSINESS ADDRESS _____ (Company Name)

_____ (Street Name and Number)

_____ (City) (State) (Zip)

BUSINESS PHONE ( ) _____ (Area Code)

BUSINESS TITLE _____

OCCUPATION _____

PREFERRED MAILING ADDRESS _____Home _____Business

IF YOU ARE RETIRED, WHAT WAS YOUR OCCUPATION? _____

IF YOU ARE CURRENTLY A STUDENT, PLEASE INDICATE:

| Institution | Anticipated Degree | Anticipated Year of Graduation |
|---|---|---|
| | | |
| | | |

MARITAL STATUS _____Single _____Divorced/Separated _____Married _____Widowed

IF PRESENTLY MARRIED, WHAT IS YOUR SPOUSE'S NAME? _____

IS YOUR SPOUSE A NEW SCHOOL GRADUATE? _____Yes _____No

YOUR SPOUSE'S EMPLOYER _____

YOUR SPOUSE'S BUSINESS TITLE _____

DO YOU OR YOUR SPOUSE WORK FOR A COMPANY WHICH MATCHES EMPLOYEES' CHARITABLE CONTRIBUTIONS?

| *Self* | *Spouse* |
|---|---|
| _____Yes | _____Yes |
| _____No | _____No |
| _____Unsure | _____Unsure |

CHILDREN

| Name | Year of Birth | Name | Year of Birth |
|---|---|---|---|
| | | | |
| | | | |
| | | | |

IN WHAT PROFESSIONAL, VOLUNTARY, POLITICAL, OR RELIGIOUS ORGANIZATIONS HAVE YOU BEEN ACTIVE?

| Organization | Position Held | Year |
|---|---|---|
| | | |
| | | |
| | | |
| | | |

IF YOU OR YOUR SPOUSE IS A DIRECTOR, TRUSTEE, OR OFFICER OF ANY BUSINESS CORPORATIONS, EDUCATIONAL INSTITUTIONS, OR FOUNDATIONS, PLEASE INDICATE:

| Organization | City | Title | Holder of Title Self | Spouse |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |

WHAT IS YOUR ANNUAL FAMILY INCOME RANGE (OPTIONAL)?

_____Less than $14,999
_____$15,000-$24,999
_____$25,000-$49,999
_____$50,000-$74,999
_____$74,000-$99,999
_____$100,000 and over

NEW SCHOOL DEGREES

| Degree or Certificate | Major or Progam | Year |
|---|---|---|
| | | |
| | | |
| | | |

NON-NEW SCHOOL DEGREES

| Institution | Degree or Certificate | Year |
|---|---|---|
| | | |
| | | |

WHO ARE THE NEW SCHOOL FACULTY, ADMINISTRATION, AND STAFF WHO HAVE BEEN MOST IMPORTANT TO YOU?

IF YOU HAVE RECEIVED ANY SPECIAL AWARDS OR HONORS, PLEASE TELL US:

| Nature of Award | Year |
|---|---|
| | |
| | |

IF YOUR CREATIVE WORK HAS BEEN EXHIBITED, PLEASE TELL US:

| Museum, Gallery, Exhibit Space, Etc. | City | Year |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |

IF YOUR WORK HAS BEEN PUBLISHED, PLEASE TELL US:

| Title | Publisher/Publication | Year |
|---|---|---|
| | | |
| | | |
| | | |

(If your work is not currently represented in The New School library, we would appreciate receiving a copy.)

IN WHICH OF THE FOLLOWING AREAS WOULD YOU PREFER NEW SCHOOL TO SPEND ANY ADDITIONAL FUNDS IT MIGHT SECURE?

_____Scholarships
_____Faculty salaries
_____Increased faculty size
_____Curriculum expansion
_____Library acquisitions
_____Physical expansion
_____Other (please specify):_____

WHERE DO YOU THINK THE NEW SCHOOL SHOULD DIRECT ITS MAJOR FUND RAISING EFFORTS? PLEASE NUMBER IN ORDER OF IMPORTANCE, WITH "1" BEING THE MOST IMPORTANT.

_____Private foundations

_____Alumni

_____Government

_____Friends

_____Corporations

DURING THE PAST FIVE YEARS, HAVE YOU MADE MONETARY CONTRIBUTIONS TO:

| *The New School* | *My Other Educational Institutions* |
|---|---|
| _____Yes, on an annual basis | _____Yes, on an annual basis |
| _____Yes, more than once | _____Yes, more than once |
| _____Yes, once | _____Yes, once |
| _____No, not at all | _____No, not at all |

HAVE YOU PROVIDED FOR THE NEW SCHOOL IN YOUR WILL?

_____Yes _____No

IF YOU ANSWERED NO, WOULD YOU BE WILLING TO CONSIDER SOME PROVISION FOR THE NEW SCHOOL IN YOUR WILL?

_____Yes _____No

IF SHOWN A CONVINCING CASE, WOULD YOU CONSIDER GIVING THE NEW SCHOOL A SPECIAL GIFT IN SUPPORT OF A MAJOR FUND RAISING DRIVE?

_____Yes _____No

IF YOU WERE TO RECEIVE AN ALUMNI NEWSLETTER, WHICH OF THE FOLLOWING WOULD YOU WANT TO READ ABOUT?

_____Alumni accomplishments

_____Faculty briefs (books, grants, etc.)

_____In-depth faculty accomplishments

_____Student news

_____Administration news

_____Fund raising

_____Up-coming alumni programs and events

_____Goals and priorities of The New School

_____Other (please specify):_____

AS AN ALUMNUS, HAVE YOU BEEN INVOLVED WITH THE NEW SCHOOL IN ANY OF THE FOLLOWING WAYS?

| | *Now* | *At One Time* | *Would Like To* |
|---|---|---|---|
| Student and alumni career counseling | _____ | _____ | _____ |
| Student and alumni job placement | _____ | _____ | _____ |
| Informal student recruitment | _____ | _____ | _____ |
| Host/organizer of alumni programs | _____ | _____ | _____ |
| Speaker at an alumni event | _____ | _____ | _____ |
| Writer, alumni newsletter | _____ | _____ | _____ |
| Alumni Association member | _____ | _____ | _____ |
| Alumni Association officer | _____ | _____ | _____ |
| Fund raising volunteer | _____ | _____ | _____ |
| New School contributor | _____ | _____ | _____ |

CAN YOU SUGGEST WAYS, OTHER THAN THOSE LISTED ABOVE, IN WHICH ALUMNI CAN HELP THE NEW SCHOOL, EITHER AS INDIVIDUALS OR IN A GROUP?

_____

_____

WHAT ACTIVITIES AND PROGRAMS WOULD YOU WANT YOUR ALUMNI ASSOCIATION TO FOSTER?

_____Library privileges

_____Career planning and placement services

_____Seminars and symposiums

_____Group life/health insurance

_____Membership opportunity in a local university club

_____Group Travel

_____Theatre and concert parties

_____Social events

_____Other (please specify):_____

IN JUST A FEW WORDS, WHAT WOULD YOU SAY IS THE MAJOR WEAKNESS OF THE NEW SCHOOL?

_____

_____

_____

IN JUST A FEW WORDS, WHAT WOULD YOU SAY IS THE MAJOR STRENGTH OF THE NEW SCHOOL?

_____

_____

_____

ADDITIONAL COMMENTS ARE APPRECIATED.

_____

_____

_____

_____

_____

_____

THANK YOU FOR YOUR COOPERATION!

NORTHEASTERN ILLINOIS UNIVERSITY
5500 N. ST. LOUIS AVENUE ● CHICAGO, ILLINOIS 60625 ● (312) 583-4050

COLLEGE OF ARTS AND SCIENCES
OFFICE OF THE DEAN

Fall, 1980

Dear Alumna/Alumnus,

You are helping to establish Northeastern's reputation.

Often the university is asked what graduates from the College of Arts and Sciences have done since they received their degree from Northeastern. Until now, we have been unable to respond to these requests because we did not have complete information.

The enclosed survey is the first university-wide effort in an important ongoing process which will allow us to find out how your experience at Northeastern has affected your life. Your answers will allow us to better serve future students as well as the growing number of alumni who return to campus for additional studies and programs.

Your response also will allow us to strengthen our case as we approach the legislature, federal agencies and private foundations for support for university projects.

Please take a few minutes to fill out this brief survey. Your answers will be treated as confidential information.

Thank you for your cooperation.

Sincerely,

Frank W. Dobbs

Frank W. Dobbs
Dean
College of Arts and Sciences

Follow-up questionnaire sent to nonrespondents

NORTHEASTERN ILLINOIS UNIVERSITY
5500 N. ST. LOUIS AVENUE ● CHICAGO, ILLINOIS 60625 ● (312) 583-4050

COLLEGE OF ARTS AND SCIENCES
OFFICE OF THE DEAN

~~Fall, 1980~~ March, 1981

Dear Alumna/Alumnus,

You are helping to establish Northeastern's reputation.

Often the university is asked what graduates from the College of Arts and Sciences have done since they received their degree from Northeastern. Until now, we have been unable to respond to these requests because we did not have complete information.

The enclosed survey is the first university-wide effort in an important ongoing process which will allow us to find out how your experience at Northeastern has affected your life. Your answers will allow us to better serve future students as well as the growing number of alumni who return to campus for additional studies and programs.

Your response also will allow us to strengthen our case as we approach the legislature, federal agencies and private foundations for support for university projects.

Please take a few minutes to fill out this brief survey. Your answers will be treated as confidential information.

Thank you for your cooperation.

Sincerely,

Frank W Dobbs

Frank W. Dobbs
Dean
College of Arts and Sciences

We had a very good response to last fall's survey effort, but in order to accurately report on all of our graduates, we need to hear from you.

90

**NORTHEASTERN ILLINOIS UNIVERSITY**
5500 N. ST. LOUIS AVENUE • CHICAGO, ILLINOIS 60625

# ALUMNI SURVEY '80

*(Please Print Name/Address Corrections Here)*

Maiden Name _____ Birthdate _____
Phone: Area Code _____/_____ Social Security Number _____
Ethnic Group:
___ Afro-American/Black
___ American Indian or Alaskan Native
___ Asian-American, Oriental or Pacific Islander
___ Other _____
___ Caucasian-American/White
___ Mexican-American/Chicano
___ Puerto Rican, Cuban or Other Hispanic Origin

Is your spouse also a UNI graduate? ☐ Yes ☐ No If yes, name _____

Degrees from UNI: Date _____ Degree _____ Major _____
Date _____ Degree _____ Major _____

Advanced Degrees From Other Universities: Date _____ Degree _____ Major _____
University _____
Date _____ Degree _____ Major _____
University _____

Your Occupation _____
Title _____
Employer _____
Address _____
City _____ State _____ Zip _____ Phone _____

Please list the name of someone who will always know your address.
Name _____
Address _____ City _____ State _____ Zip _____

Organization(s) in which you hold membership(s): _____

Please list special events in your life (awards, publications, public offices held, inventions, certificates, etc.): _____

## HELP US TO SERVE YOU BETTER

1. In order to help us plan future activities and programs, would you consider coming to campus for:

A) Activities sponsored by the department you graduated from ☐ Yes ☐ No

B) Educational Programs: ☐ advanced degree program in _____
☐ credit courses

C) Continuing Education: ☐ non-credit courses (i.e., Mini-U)

D) Social Programs: ☐ homecoming ☐ reunions

E) Athletic Programs: ☐ inter-collegiate games ☐ recreational activities

F) Cultural Programs: ☐ art exhibits ☐ plays ☐ musical events ☐ dance programs

2. Please describe programs, services, special events, degree programs, etc. you would like to see offered to alumni.

_____
_____
_____

## WE'D LIKE TO KNOW . . .

1. If you were starting college over, would you choose to attend Northeastern? ☐ Definitely Yes ☐ Probably Yes ☐ Uncertain ☐ Probably No ☐ Definitely No

2. Overall rating of your total experience at Northeastern ☐ Excellent ☐ Very Good ☐ Satisfactory ☐ Marginal ☐ Unsatisfactory ☐ Uncertain

3. How does the quality of education provided at Northeastern compare with that at other colleges? ☐ Better ☐ About The Same ☑ Worse ☐ Unable To Judge

4. Is your current employment related to the degree you received from Northeastern? ☐ Yes ☐ No ☐ Currently Unemployed

5. Regardless of the financial benefits, how valuable do you consider your education from Northeastern? ☐ Extremely Valuable ☐ Very Valuable ☐ Somewhat Valuable ☐ Not At All Valuable ☑ Uncertain

## WOULD YOU LIKE TO HELP?

1. Would you be willing to counsel students or fellow alumni seeking positions in your profession? ☐ Yes ☐ No

2. If you are involved in hiring, would you be receptive to sending us a listing of available positions on a regular basis? Full Time: ☐ Yes ☐ No Part Time: ☐ Yes ☐ No

3. Would you or your employer be interested in sponsoring a student intern? ☐ Yes ☐ No

4. Would you be interested in serving on an Alumni Association committee? ☐ Yes ☐ No

5. Would you be willing to help with a Chicago area Phon-a-Thon (calling fellow alumni and asking them to contribute to Northeastern)? ☐ Yes ☐ No

## WE'D LIKE TO HEAR FROM YOU

We welcome your comments and suggestions concerning Northeastern.

_____
_____
_____
_____
_____



THANK YOU!

PORTLAND
STATE
UNIVERSITY
P. O. box 751
tland, oregon
97207
.03/229-4411

office of the
president

You have been selected to express your views in a survey of Portland State University graduates, and I'm writing to invite you to participate by completing the enclosed questionnaire. The survey design and questionnaire were developed by PSU graduates working with an alumni steering committee of eight members commissioned to explore avenues for strengthening the relationship between the alumni community and the University, while creating opportunities for alumni to interact with one another through educational, recreational, and social activities.

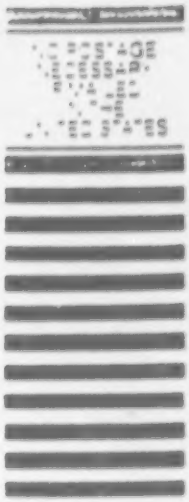
Please take a few minutes to answer the committee's questions and return the questionnaire to us in the enclosed postage-paid envelope. Your answers, of course, are confidential, and will be compiled with the responses of other alumni and used in summary form only. If you have any questions about the survey, please call Robert Tayler in the Alumni Office at PSU, 229-4948.

Your prompt response is vitall to the work of the committee, and I will appreciate your participation in this project.

Sincerely,

Joseph C. Blumel
President

Precoded postcard to be returned
when questionnaire was completed and mailed.



BUSINESS REPLY CARD

FIRST CLASS PERMIT NO. A-75, PORTLAND, OREGON

POSTAGE WILL BE PAID BY ADDRESSEE

Alumni Survey
Portland State University
P.O. Box 751
Portland, Oregon 97207

To help us in our record-keeping, while insuring the confidentiality of this survey, please mail this card when you mail your completed questionnaire. When we receive this card, your name will be removed from the list of non-respondents who will receive follow-up mailings.

Thanks again for participating in our survey.

Follow-up postcard sent to nonrespondents

NO POSTAGE
NECESSARY
IF MAILED
IN THE
UNITED STATES

BUSINESS REPLY CARD

FIRST CLASS PERMIT NO. A-751, PORTLAND, OREGON

POSTAGE WILL BE PAID BY ADDRESSEE

Alumni Survey
Portland State University
P.O. Box 751
Portland, Oregon 97207

THANK YOU. . .

for completing the survey of PSU alumni which we sent you recently. If you haven't mailed your survey yet, please return it to us soon. Your opinions are important to us.

Sincerely,

Robert Tayler

Robert Tayler
Director of Alumni Relations

Final request letter

sent to nonrespondents

PORTLAND
STATE
UNIVERSITY
p.o. box 751
portland, oregon
97207
503/229-4948

alumni
relations

December 15, 1980

Dear Alum,

The response to our Alumni Survey has exceeded our expectations and we soon look forward to evaluating the results.

Your participation is very important. If you have not done so, please complete the Alumni Survey that we recently sent to you and return it to the Alumni Office at your earliest convenience.

Merry Christmas to you and your family.

Sincerely,

Robert Tayler
Alumni Director

# 1980 ALUMNI SURVEY

Portland State University

For Office Use Only

# ALUMNI SURVEY 1980

A. What year(s) did you receive your degree(s) from PSU? What was your major?

| DEGREE | YEAR | MAJOR |
|---|---|---|
| | | |
| | | |
| | | |

B. Sex: (Circle number)

1 MALE
2 FEMALE

C. What is your current occupation? _____

D. What is your Zip Code? _____

E. Have you received degrees from colleges or universities other than PSU?

| DEGREE | INSTITUTION | YEAR | MAJOR |
|---|---|---|---|
| | | | |
| | | | |
| | | | |

F. Are you presently: (Circle number)

1 MEMBER OF PSU FACULTY
2 MEMBER OF PSU STAFF
3 PSU STUDENT EMPLOYEE OR GRADUATE ASSISTANT
4 NOT EMPLOYED AT PSU

For Office Use Only

G. Are you currently enrolled in classes at PSU? ☐

1 YES
2 NO

→If yes, are you working toward another degree? ☐

1 YES
2 NO

H. Have you participated in any of the following PSU alumni activities in the past five years? (Please circle all that apply)

1 TOURS OR TRIPS (China, Russia, King Tut exhibit, etc.) ☐
2 CONTRIBUTOR TO ALUMNI COOKBOOK ☐
3 SPECIAL TICKET PURCHASES (King Tut, etc.) ☐
4 RECREATIONAL ACTIVITIES (river runs) ☐
5 LECTURES (King Tut, Russia, China) ☐
6 LUNCHEON PROGRAMS ☐
7 STUDENT RECRUITMENT PROGRAM ☐
8 ALUMNI ORGANIZATION COMMITTEES ☐

I. Are you a member of an alumni association of a college or university <u>other than</u> PSU? ☐

1 YES
2 NO

→If yes, which school(s)?

_____ ☐☐☐☐
_____ ☐☐☐☐
_____ ☐☐☐☐
_____ ☐☐☐☐

For Office Use Only

J. In which of the following kinds of PSU alumni-related activities might you be likely to participate? (Please circle all that apply)

Educational

1 BREAKFASTS WITH GUEST SPEAKERS
2 LUNCHES OR DINNERS WITH GUEST SPEAKERS
3 LECTURE SERIES WITH DISTINGUISHED SCHOLARS
4 - SPECIAL INTEREST CLASSES
   a PREPARING FOR RETIREMENT
   b STARTING A SMALL BUSINESS
   c COPING WITH INFLATION
   d STRESS MANAGEMENT
   e ALTERNATIVE ENERGY SOURCES
   f INVESTMENTS
   g PERSONAL FINANCE
   h RISK-TAKING
   i HUMANITIES
   j ART & ARCHITECTURE
   k MUSIC
   l SPORTS
   m SCIENCES
   n SOCIAL SCIENCES

Cultural

1 REDUCED-FARE TRAVEL OPPORTUNITIES/CHARTER FLIGHTS
2 PACKAGE TOURS
   a PACIFIC NORTHWEST
   b WITHIN U.S.
   c FOREIGN TRAVEL
3 GROUP PURCHASE OF TICKETS TO
   a CONCERTS
   b EXHIBITS (e.g. King Tut)
   c PLAYS

Special Interests

1 PHOTOGRAPHY
2 ARTS AND CRAFTS
3 STAMP COLLECTING
4 HAM RADIO
5 CHESS
6 GOURMET COOKING
7 BRIDGE

For Office Use Only

Recreational

1 GROUP ATTENDANCE AT SPECTATOR SPORTS
   a FOOTBALL
   b BASKETBALL
   c SOCCER
   d BASEBALL
   e WRESTLING
2 RIVER RUNS
3 SKI TOURS
4 MEN'S ATHLETIC TEAMS
   a SOCCER
   b VOLLEYBALL
   c BASKETBALL
   d FOOTBALL
   e SOFTBALL
5 WOMEN'S ATHLETIC TEAMS
   a SOFTBALL
   b SOCCER
   c BASKETBALL
   d VOLLEYBALL
6 SAILING
7 BIKE TOURS
8 MOUNTAIN CLIMBING
9 GOLF TOURNAMENTS
10 SWIMMING
11 INSTRUCTION _____
(Specify activity)

Community Relations

1 LOBBYING
   a LOCAL
   b COUNTY
   c STATE
   d NATIONAL
2 ENVIRONMENT
3 BUSINESS
4 PUBLIC SCHOOLS
5 PARKS AND RECREATION
6 TRANSPORTATION
7 ENERGY
8 HOUSING

Social

1 DANCES
2 RECEPTIONS
3 BREAKFASTS
4 LUNCHES OR DINNERS
5 PRE-GAME ACTIVITIES BEFORE PSU SPORTS EVENTS
6 REUNIONS
7 SOCIAL ACTIVITIES FOR SINGLE PEOPLE

For Office Use Only

K. If the following PSU facilities or services were made available to alumni, which would you be likely to use: (Please circle all that apply)

1 LIBRARY
2 PLACEMENT SERVICES
3 COUNSELING CENTER
4 BOOKSTORE CO-OP MEMBERSHIP
5 GYMNASIUM AND PE FACILITIES
6 LIMITED ALUMNI PARKING
7 MONTHLY CALENDAR OF CAMPUS EVENTS
8 CREDIT UNION
9 INSURANCE
10 REDUCED-PRICE TICKET PACKAGES FOR PSU EVENTS

L. 1. What kinds of experiences would you like to share with currently enrolled students?

_____

_____

_____

_____

_____

_____

2. What other kinds of activities might you want to share with other alumni?

_____

_____

_____

_____

_____

_____

102

For Office Use Only

M. Since your graduation, have you ...
(Please circle all that apply)

1 VISITED THE PSU CAMPUS
2 TAKEN CLASSES AT PSU
3 ATTENDED MEETINGS ON CAMPUS
4 ATTENDED PSU SPORTS EVENTS
5 ATTENDED PSU CONCERTS
6 ATTENDED PSU THEATER PRODUCTIONS
7 ATTENDED PSU ART EXHIBITS

N. Was your last visit (since your graduation) ...

1 LESS THAN 6 MONTHS AGO
2 AT LEAST 6 MONTHS BUT LESS THAN 1 YEAR AGO
3 AT LEAST 1 YEAR BUT LESS THAN 3 YEARS AGO
4 MORE THAN THREE YEARS BUT LESS THAN 5 YEARS AGO
5 5 OR MORE YEARS AGO
6 HAVE NOT VISITED PSU SINCE GRADUATION

O. What was the purpose of your last visit to campus?

_____

_____

_____

P. How satisfied are you with the level of the communications you have received from the university?

1 VERY DISSATISFIED
2 SOMEWHAT DISSATISFIED
3 SOMEWHAT SATISFIED
4 VERY SATISFIED

Q. Which of the following PSU publications have you received within the past year? (Please circle all that apply)

1 PERSPECTIVE (alumni newspaper)
2 VANGUARD (student newspaper)
3 PSU BULLETIN (faculty/staff newspaper)
4 THIS MONTH (monthly calendar of events)

For Office Use Only

R. Which of these do you read regularly? (Please circle all that apply)

1 PERSPECTIVE ☐
2 VANGUARD ☐
3 BULLETIN ☐
4 THIS MONTH ☐

S. 1. When you receive Perspective, how much of it do you generally read? ☐

a READ IT COVER TO COVER
b READ MOST OF IT
c READ SOME OF IT
d READ NONE OF IT

2. Does anyone, other than yourself, read your copy of Perspective? ☐

a YES
b NO

3. How do you rate Perspective in regard to each of the following:

| | POOR | FAIR | GOOD | EXCELLENT | NO OPINIONS | |
|---|---|---|---|---|---|---|
| a Quality of writing | 1 | 2 | 3 | 4 | 5 | ☐ |
| b Quality of photos and illustrations | 1 | 2 | 3 | 4 | 5 | ☐ |
| c Range of subjects covered | 1 | 2 | 3 | 4 | 5 | ☐ |
| d General appearance of Perspective | 1 | 2 | 3 | 4 | 5 | ☐ |
| e Coverage of PSU events | 1 | 2 | 3 | 4 | 5 | ☐ |
| f Coverage of alumni news | 1 | 2 | 3 | 4 | 5 | ☐ |

104

For Office Use Only

4. To help the editor plan future issues of Perspective, please indicate your level of interest in each of the subject areas listed below.

| | | VERY INTERESTED | SOMEWHAT INTERESTED | NO INTEREST | |
|---|---|---|---|---|---|
| a | University admission policies, tuition, financial aid | 1 | 2 | 3 | ☐ |
| b | Campus construction | 1 | 2 | 3 | ☐ |
| c | Community events | 1 | 2 | 3 | ☐ |
| d | Continuing education | 1 | 2 | 3 | ☐ |
| e | Cultural events (music, art, theatre) | 1 | 2 | 3 | ☐ |
| f | Educational programs | 1 | 2 | 3 | ☐ |
| g | Faculty accomplishments | 1 | 2 | 3 | ☐ |
| h | Financial status of University | 1 | 2 | 3 | ☐ |
| i | Obituaries | 1 | 2 | 3 | ☐ |
| j | Politics | 1 | 2 | 3 | ☐ |
| k | Research | 1 | 2 | 3 | ☐ |
| l | Sports/recreation | 1 | 2 | 3 | ☐ |
| m | Other_____ (please specify) | 1 | 2 | 3 | ☐ |

T. Do you see articles about PSU in local newspapers? ☐

1 NEVER
2 SELDOM
3 OCCASIONALLY
4 OFTEN

U. Do you hear about PSU on radio and/or television? ☐

1 NEVER
2 SELDOM
3 OCCASIONALLY
4 OFTEN

For Office Use Only

V. If you are married, did your spouse also attend PSU? ☐

1 YES
2 NO
3 NOT MARRIED

W. Do you have children over age 16? ☐

1 YES
2 NO

→If yes, do you have a child who is currently attending college, or has attended college? ☐

1 YES
2 NO

→If yes, does/did your child attend PSU? ☐

1 YES
2 NO

X. If you had a child about to enter college, would you recommend that your son or daughter seriously consider PSU? ☐

1 YES
2 NO

Why or why not? ☐☐

_____

_____

_____

_____

Have you comments or suggestions that might help us in planning PSU's alumni program?

_____

_____

_____

_____

_____

_____

_____

_____

Thanks for taking the time to respond to this survey. Please contact your Alumni Office at PSU, 229-4948, if we can be of assistance to you.

UNIVERSITY OF CENTRAL FLORIDA
BOX 25000 ORLANDO, FLORIDA 32816

Alumni Relations Office

Telephone: (305) 275-2233

Dear Alumnus:

Your name has been selected as part of a random sample to survey alumni opinions and suggestions concerning the University of Central Florida and the Alumni Association. The Alumni Relations Office is in the unique position of being able to begin programs and services that meet your needs and interests. Your responses will also help to improve the quality of our educational programs for future students.

It is very important to the success of this survey that you complete and return this questionnaire, so as to have a solid representation from each of UCF's seven schools. Your reply will be completely anonymous and confidential.

The next five pages are your opportunity to share your candid evaluations and areas of interest. We want to be YOUR alumni organization – serving your interests and responsive to your needs, but we must have your help!

Take a few minutes to complete this Follow-up Survey and return it to us – it won't even cost you a stamp! Just fold the survey so that the return mailer is on the outside, and tape it in place.

Thank you for your help!

Sincerely yours,

Mark W. Glickman

Mark W. Glickman
Coordinator, Alumni Relations

UNIVERSITY OF CENTRAL FLORIDA
BOX 25000 ORLANDO, FLORIDA 32816

NO POSTAGE NECESSARY IF MAILED IN THE UNITED STATES

BUSINESS REPLY MAIL

FIRST CLASS PERMIT NO. 4509 ORLANDO, FLA.

POSTAGE WILL BE PAID BY ADDRESSEE

ALUMNI RELATIONS OFFICE
University of Central Florida
P. O. Box 25000
Orlando, Florida 32816

TAPE HERE

DIRECTIONS: Please select the appropriate response for each question, and place a check in the space provided. Where requested, please provide your written response.

## DEMOGRAPHICS

1. AGE:
   - 18 or under ____
   - 19 - 20 ____
   - 21 - 24 ____
   - 25 - 34 ____
   - 35 - 44 ____
   - 45 - 54 ____
   - 55 - ____

2. SEX:
   - Male ____
   - Female ____

3. PLACE OF RESIDENCE:
   - Greater Orlando Area ____
   - Florida (Outside Orlando Area) ____
   - U.S. (Outside Florida) ____
   - Outside U.S. ____

4. ANNUAL INDIVIDUAL INCOME:
   - Less than $10,000 ____
   - $10,000 - $15,999 ____
   - $16,000 - $24,999 ____
   - $25,000 - $25,999 ____
   - $30,000 - over ____

5. RACE/ETHNIC IDENTIFICATION:
   - American Indian or Alaskan Native ____
   - Asian or Pacific Islander ____
   - Black ____
   - Hispanic ____
   - White ____

6. a. Graduation year 19__
   b. Degree received at UCF:
      - Associate ____
      - Bachelor's ____
      - Master's ____
   c. Academic Major _____

## ALUMNI ASSOCIATION ACTIVITIES & PROGRAMS

| | | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|---|---|---|---|---|---|---|
| 7. | The Alumni Association has done an effective job of informing me about its programs and activities. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 8. | I would like to see UCF sponsor alumni activities (i.e. meetings, social functions, etc.) in my local area. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 9. | I would be willing to help recruit students from my area for UCF. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 10. | I would be willing to counsel students about opportunities in my occupational field. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 11a. | I would attend a reunion of my graduation class. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 11b. | I would attend a reunion for my academic major. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 12. | If a low cost group life and health insurance program were offered by the Alumni Association, I would participate in such a program. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 13. | I would prefer to have an educational seminar rather than a social function for Homecoming. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 14. | I would be interested in participating in the UCF Federal Credit Union if its services were made available to alumni. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 15. | Membership in the Alumni Association should be open to all former students of the University and not just graduates. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 16. | The Alumni Association should offer group travel tours as a service to alumni. | ☐ | ☐ | ☐ | ☐ | ☐ |

17. I would be interested in purchasing the following (check all that are applicable) UCF memorabilia: ___ Ties or scarves; ___ UCF Drinking glasses; ___ steins & mugs; ___ T-shirts; ___ etchings of UCF; ___ chairs with UCF logo; ___ Cross pen with logo; ___ wristwatch with logo; ___ dinnerware with logo; ___ playing cards; ___ paperweights; ___ silver or pewter cups; ___ golf/tennis caps; ___ souvenir plates; ___ other (specify)_____.

18. My preference in items offered would be: ___ inexpensive (less than $5.00); ___ middle price range items ($5-$15); ___ "collector's" items.

19. If the Alumni Association were to sponsor trips I would prefer (check all that are applicable): ___ float trip on a river; ___ ski trip to a "major resort"; ___ New England; ___ New York; ___ Florida parks; ___ Rockies in the north; ___ Caribbean Islands; ___ Europe; ___ South America; ___ Middle East; ___ Canada.

20. My favorite transportation is (pick one) ___ air; ___ train; ___ bus; ___ ship.

## ON CAMPUS PROGRAMS

My preferences for on-campus programs are: (check all that are applicable)

21. ENTERTAINMENT / SPEAKER
___ a) UCF Faculty; ___ b) UCF Coaches; ___ c) UCF Administrators; ___ d) Alumni Association Leadership; ___ e) UCF Students & Athletes; ___ f) University President Trevor Colbourn; ___ g) UCF Music Groups; ___ h) Other (specify) _____.

22. INCLUDING:
___ a) Cash bar; ___ b) Wine and Cheese; ___ c) Dinner (cash); ___ d) Light refreshments and program only; ___ e) Faculty/Staff activities; ___ f) Informal dress and atmosphere; ___ g) formal dress, etc.

23. SUBJECTS:
___ a) Continuing Education; ___ b) Self-improvement; ___ c) Sports News, Films, etc.; ___ d) Fine Arts, Music, Drama, Art; ___ e) General University Administration (i.e. overall needs, goals, legislative dealings, etc.); ___ f) Other (specify) _____.

24. WHICH TIMES AND DAYS WOULD BE CONVENIENT FOR AN ALUMNI PROGRAM?
___ a) Mon. thru Thurs.; ___ b) Fridays; ___ c) Saturdays; ___ d) Sundays; ___ e) Afternoons; ___ f) Evenings; ___ g) All day.

25a. EMPHASIS MAGAZINE
Please check the areas of THE EMPHASIS magazine that you find most interesting: ___ a) Coming Events; ___ b) Alumni Briefs (updates); ___ c) Honor Rolls of Donors; ___ d) News of Alumni Activities; ___ e) UCF Sports; ___ f) Faculty/Staff activities; ___ g) Photos of campus scenes; ___ h) Features on Special Programs; ___ i) Academic areas of UCF; ___ j) Research; ___ k) I do not read the Emphasis.

25b. Please indicate your preference for an alumni news-journal: ___ a) continue the Emphasis as is; ___ b) newspaper format; ___ c) newsletter carrying alumni news only; ___ d) issue an Alumni Edition of the Emphasis.

25c. How often should this be published? ___ a) quarterly;(as is); ___ b) every two months; ___ c) twice a year; ___ d) every month.

## FUND RAISING

| | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| 26. I think alumni should have to pay membership dues to be a part of the Alumni Association. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 27. I don't have a clear idea of what UCF regards as an appropriate annual contribution from a person in my financial position. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 28. A graduate of a state institution has an obligation to help his Alma Mater. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 29. I do not understand why UCF, as a tax assisted institution, needs financial help from any other sources. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 30. I would be more inclined to support UCF financially if I felt I would get something tangible in return for my contribution. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 31. I think the University is performing a valuable service by allowing contributing alumni ($10 or more) to use the UCF pool and library. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 32. It seems to me that the only reason for having an Alumni Association is to try to get money out of people. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 33. I feel confident that any gift I make through the Alumni Association will be handled and applied properly. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 34. I would prefer to make a donation to an area of special interest instead of to a general fund. Comments on Fund Raising _____ | ☐ | ☐ | ☐ | ☐ | ☐ |

35. If UCF were to offer courses or seminars for Alums, what would your level of interest be for the following areas:

| | Strong Interest | Moderate Interest | No Interest |
|---|---|---|---|
| a) New or refresher information for your occupation | ☐ | ☐ | ☐ |
| b) Homemaking Information | ☐ | ☐ | ☐ |
| c) Child or Human Development | ☐ | ☐ | ☐ |
| d) World or International Affairs | ☐ | ☐ | ☐ |
| e) Community Problems and/or Actions | ☐ | ☐ | ☐ |
| f) Preparing for Retirement | ☐ | ☐ | ☐ |
| g) Recreation and Physical Fitness | ☐ | ☐ | ☐ |
| h) Investments, Insurance & Estate Planning | ☐ | ☐ | ☐ |
| i) Arts, Crafts, Hobbies | ☐ | ☐ | ☐ |
| j) Leadership and Communication Skills | ☐ | ☐ | ☐ |
| k) Foreign Language | ☐ | ☐ | ☐ |
| l) Religious Training | ☐ | ☐ | ☐ |

36. When are the best times to run courses? (Check all that are applicable).
___ a) One evening session (2 hrs.); ___ b) One day on a weekend (4-5 hrs.); ___ c) Two-day weekend; ___ d) Five consecutive week nights (Mon-Fri): ___ e) One night a week for 8 weeks; ___ f) One summer week during the day; ___ g) Every Saturday afternoon for a month; ___ h) One-day seminar not on a weekend.

37. If you were to attend courses, where should these courses be held?
___ a) UCF Campus - Orlando; ___ b) UCF Resident Centers; ___ c) Another college campus; ___ d) Hotel or Motel Conference Center; ___ e) Camp-Conference Center; ___ f) Community Meeting Rooms.

38. What size session do you prefer?
___ a) 10 - 20; ___ b) 21 - 50; ___ c) 51 - 100; ___ d) over 100 participants.

---

39. How much help did your experiences at UCF give you in reaching each of the goals listed below? (If a statement was not a goal of yours, check the last column and do not rate this goal.)

| | This School Was A Great Deal Of Help | This School Was Some Help | This School Was Not Much Help | This Was Not A Goal of Mine |
|---|---|---|---|---|
| a. To increase my knowledge in my academic field | ☐ | ☐ | ☐ | ☐ |
| b. To discover my vocational interest | ☐ | ☐ | ☐ | ☐ |
| c. To prepare for a new career | ☐ | ☐ | ☐ | ☐ |
| d. To improve my knowledge and technical skills for my present job | ☐ | ☐ | ☐ | ☐ |
| e. To increase my opportunities for a raise and/or promotion in my present job | ☐ | ☐ | ☐ | ☐ |
| f. To learn specific skills that will enrich my daily life | ☐ | ☐ | ☐ | ☐ |
| g. To improve my ability to get along with people | ☐ | ☐ | ☐ | ☐ |
| h. To become actively involved in student life and campus activities | ☐ | ☐ | ☐ | ☐ |
| i. To increase my participation in cultural and social events | ☐ | ☐ | ☐ | ☐ |
| j. To improve my self image | ☐ | ☐ | ☐ | ☐ |
| k. To meet people | ☐ | ☐ | ☐ | ☐ |
| l. To improve my leadership skills | ☐ | ☐ | ☐ | ☐ |
| m. Other (please specify) _____ | | | | |

111

40. How satisfied were you with your experience at UCF in each of the following: (Check one answer for each statement).

| | Very Satisfied | Somewhat Satisfied | Somewhat Dissatisfied | Very Dissatisfied | Not Applicable |
|---|---|---|---|---|---|
| a. the general education program | ☐ | ☐ | ☐ | ☐ | ☐ |
| b. Your major program | ☐ | ☐ | ☐ | ☐ | ☐ |
| c. The quality of instruction | ☐ | ☐ | ☐ | ☐ | ☐ |
| d. The availability of courses offered that were of interest to you | ☐ | ☐ | ☐ | ☐ | ☐ |
| e. The accessibility of instructors | ☐ | ☐ | ☐ | ☐ | ☐ |
| f. The helpfulness of instructors in assisting you with career plans | ☐ | ☐ | ☐ | ☐ | ☐ |

41. In thinking over your educational experiences at UCF, to what extent do you think these experiences contributed to your progress in:

| | Very Much Progress | Much Progress | Moderate Progress | Little Progress | No Progress |
|---|---|---|---|---|---|
| a. Intellectual Growth: Your ability to understand and use concepts and principles from several broad areas of learning. | ☐ | ☐ | ☐ | ☐ | ☐ |
| b. Social Growth: Your understanding of other people and their views; your experience in relating to others. | ☐ | ☐ | ☐ | ☐ | ☐ |
| c. Aesthetic and Cultural Growth: Your awareness and appreciation of the literature, music, art, and drama of your own culture and of others. | ☐ | ☐ | ☐ | ☐ | ☐ |
| d. Educational Growth: Your understanding of particular field of knowledge; your preparation for further education. | ☐ | ☐ | ☐ | ☐ | ☐ |
| e. Vocational and Professional Growth: Your preparation for employment in a particular vocational or professional area. | ☐ | ☐ | ☐ | ☐ | ☐ |
| f. Personal Growth: Your development of attitudes, values, beliefs, and particular philosophy of life; your understanding and acceptance of yourself as a person; your ability to be realistic and to make decisions about your own future. | ☐ | ☐ | ☐ | ☐ | ☐ |
| g. Appreciation of individuality and independence of thought and action. | ☐ | ☐ | ☐ | ☐ | ☐ |
| h. Reasoning Ability: Recognizing assumptions, making logical inferences, and reaching conclusions. | ☐ | ☐ | ☐ | ☐ | ☐ |
| i. Understanding the nature of science, experimentation, and theory. | ☐ | ☐ | ☐ | ☐ | ☐ |
| j. Critical Thinking: Ability to withhold judgement, raise questions, and examine contrary views. | ☐ | ☐ | ☐ | ☐ | ☐ |
| k. Quantitative Thinking: Understanding concepts of probability, proportion, margin or error. | ☐ | ☐ | ☐ | ☐ | ☐ |
| l. Writing and Speaking: Clear, correct, effective communication. | ☐ | ☐ | ☐ | ☐ | ☐ |

**If you are enrolled in a graduate program part-time or full-time, please complete items 42-46. If not, continue with item 47.**

42. Name of School: _____

43. Field of Study: _____
*(Law, Medicine, Business, etc.)*

44. Would you recommend UCF to someone preparing for professional training and/or graduate school in your field?
( ) Yes ( ) No

45. To how many schools did you apply for graduate and/or professional studies?
( ) 1 ( ) 2 ( ) 3 or more

46. To how many schools were you accepted?
( ) 1 ( ) 2 ( ) 3 or more

47. Indicate your present position: _____
*(Title)*

48. How many jobs did you apply for before you obtained this position?
( ) 1 ( ) 2 ( ) 3 or more: No. _____ ( ) not applicable

49. To what extent do you feel UCF prepared you for satisfactory job performance?
( ) Great extent ( ) Moderate extent ( ) Small extent
( ) None at all (Please explain) _____

50. How do you rate your present job?
( ) It is an excellent position
( ) It is a good position
( ) It is satisfactory, but does not meet my expectations. I will probably seek other employment.
( ) It is not satisfactory. I took the position on a temporary basis and will definitely seek other employment.

51. Is your current job in your career field?
( ) Yes ( ) No

If yes, how well do you believe this University prepared you for your job?
( ) Excellent preparation ( ) Good preparation
( ) Inadequate preparation ( ) Adequate preparation ( ) Not applicable

52. If you are not employed in a job related to your training/major program, which of the following apply?
( ) I never looked for work related to my major program ( ) Other (specify) _____
( ) I was unable to find work in my major program area. _____

53. Were you primarily a full-time (12 hours or more) or part-time student while you attended this school?
( ) Primarily full-time ( ) Primarily part-time

54. Did you transfer credits from another college or university toward this degree?
( ) Yes ( ) No

55. What is the highest degree or certificate you eventually plan to complete / or have completed?

| | Actual or Expected Date of Completion |
|---|---|
| ( ) Bachelor's Degree | _____ |
| ( ) Master's Degree | _____ |
| ( ) Professional degree (include only dentistry, medicine, optometry, osteopathy, podiatry, veterinary medicine, law and theology) | _____ |
| ( ) Doctorate (e.g., Ph.D., Ed.D., D.B.A.) | _____ |

56. If you could start over again, would you attend UCF?
( ) Definitely yes ( ) Probably yes ( ) Probably not ( ) Definitely not

57. What is your reaction towards starting a UCF Football Program? Would you help support it financially? _____

58. Additional Comments: _____

University of Nebraska-Lincoln

Data Documents, Inc. 32 46443

# NEBRASKA ALUMNI CENSUS AND QUESTIONNAIRE

INSTRUCTIONS:

PLEASE REVIEW THE NAME / ADDRESS / EDUCATION DATA SECTION AND MAKE CHANGES OR SUPPLY MISSING INFORMATION. THEN PLEASE TURN TO THE REVERSE SIDE AND MARK AN "X" OR "√" IN THE APPROPRIATE BLANKS. WHEN COMPLETED, REFOLD THE QUESTIONNAIRE AND PLACE IT IN THE RETURN ENVELOPE ENCLOSED.

NO POSTAGE IS NECESSARY.

THANK YOU

PLEASE CHECK MAILING ADDRESS PREFERRED: HOME ☐ BUSINESS ☐

**YOUR NAME**

| TITLE (MR., MRS., MS.) | NAME – LAST, FIRST, MIDDLE | SUFFIX (JR., SR., M.D.) | PREFERRED CLASS YEAR |
|---|---|---|---|
| | | | |

**YOUR HOME ADDRESS**

| APARTMENT #, CARE OF | | STREET | |
|---|---|---|---|
| CITY | | STATE OR FOREIGN COUNTRY | ZIP |
| TELEPHONE NUMBER / / | MARITAL STATUS: MARRIED ☐ SEPARATED ☐ SINGLE ☐ WIDOWED ☐ DIVORCED ☐ | SOCIAL SECURITY NUMBER | BIRTH DATE |

**YOUR BUSINESS ADDRESS**

| COMPANY, CORPORATION, FOUNDATION, SCHOOL, CHURCH, ARMED FORCES, OR PLACE ASSIGNED | | |
|---|---|---|
| BUSINESS TITLE OR POSITION | | |
| STREET NUMBER AND/OR SUITE NUMBER | | |
| CITY | STATE OR FOREIGN COUNTRY | ZIP |
| TELEPHONE NUMBER / / | TYPE OF BUSINESS | |

**YOUR FAMILY**

| MAIDEN NAME | SPOUSE'S FULL NAME AND UN-L CLASS YEAR |
|---|---|
| CHILDREN – FULL NAME AND BIRTH DATE | |
| CHILDREN – FULL NAME AND BIRTH DATE | |
| CHILDREN – FULL NAME AND BIRTH DATE | |

**YOUR ACADEMIC INFORMATION**

| | DATE AWARDED | MAJOR FIELD OF STUDY | SCHOOL (E.G. NEBRASKA, IOWA, COLORADO) |
|---|---|---|---|
| 2 YR. CERTIFICATE OR ASSOCIATE DEGREE | | | |
| BACHELOR'S DEGREE | | | |
| MASTER DEGREE | | | |
| PHD OR PROFESSIONAL DEGREE | | | |

**YOUR ORGANIZATIONS WHILE AT NEBRASKA**

| FRATERNITY, SORORITY, HONOR SOCIETIES, HONORS, STUDENT ORGANIZATIONS, ETC. |
|---|
| |
| |
| |

**RELATIVES ATTENDING OR HAVE ATTENDED UN-L OR REFERENCE ADDRESS**

| NAME / ADDRESS | CLASS YEAR | RELATIONSHIP |
|---|---|---|
| NAME / ADDRESS | CLASS YEAR | RELATIONSHIP |
| NAME / ADDRESS | CLASS YEAR | RELATIONSHIP |
| NAME / ADDRESS | CLASS YEAR | RELATIONSHIP |

# UNIVERSITY OF NEBRASKA ALUMNI CENSUS

All data existing in or originating from The University of Nebraska–Lincoln Alumni Association shall be considered confidential and shall be used only for official university and alumni association-related activities. Under no circumstances shall such data be used for commercial or political purposes.

**University of Nebraska–Lincoln** **Alumni Board of Directors**

02-45483

1. How would you rate the effectiveness of your University of Nebraska-Lincoln education in preparation for your career today?
   A_____Excellent B_____Good C_____Adequate D_____Poor

2. Would you encourage a child of yours (or some other young person) to attend the University of Nebraska-Lincoln?
   A_____Yes B_____No C_____Not Sure

3. How do you feel the general public in your area rates UN-L academically?
   A_____Outstanding C_____Above Average E_____Below Average
   B_____Excellent D_____Average F_____Poor

4. Would you say your sense of identity with the University of Nebraska-Lincoln is:
   A_____Strong B_____Moderate C_____Weak D_____Non-existent

5. Do you feel more strongly identified with another higher education institution?
   A_____Yes B_____No
   If Yes, which institution _____
   Why _____

6. What do you feel is the most important purpose of a college education? (Please rank in order of importance to you)
   A_____Individual personal development D_____To develop problem-solving capabilities
   B_____Preparation for an occupation/career E_____Exposure to a variety of ideas and opinions
   C_____To make a better citizen

7. Was your initial full-time employment following your attendance at UN-L related to your field of study?
   A_____Yes B_____No C_____Have not been employed full-time

8. Do you feel it is important for alumni of a public University, such as UN-L, to support their alma mater with private contributions?
   Y_____Yes N_____No
   (If Yes, check as many as you wish)
   A_____At University's Discretion G_____Buildings /Facilities
   B_____Undergraduate/Student Assistance H_____Student Activities
   C_____Student Loan Funds I_____Cultural Activities
   D_____Faculty/Teacher Support J_____Graduate Student Assistance
   E_____Research Projects K_____Alumni Activities
   F_____Athletics

9. Which of the following programs do you feel the UN-L Alumni Association should be sponsoring? (Check as many as apply)
   A_____Reunions I_____Retirement Community
   B_____Alumni Clubs J_____Athletic Assistance
   C_____Group Insurance K_____Merchandising Nebraska Related Items
   D_____Cultural Activities L_____Scarlet & Cream Singers
   E_____Group Tours M_____Student Alumni Board
   F_____Legislative Relations N_____Continuing Education
   G_____Honors & Awards O_____Others (Specify) _____
   H_____Alumni Family Camp

10. Would you, as an alumnus, like to have a continuing affiliation with the University?
    Y_____Yes N_____No S_____Not Sure
    If Yes, through what means? (Please check as many as appropriate)
    A_____Alumni opinion surveys K_____Acceptance of responsibilities as a:
    B_____Attendance at seminars, workshops and short courses for alumni a._____Foundation class agent
    b._____University Foundation Board of Trustees
    c._____Alumni Association Board of Directors
    d._____Local Alumni Club
    C_____Attendance at cultural events at Nebraska Center or elsewhere on campus L_____Attendance at UN-L athletic events
    D_____Participation in foreign or domestic tours sponsored by the UN-L Alumni Association M_____Hosting an alumni related activity in your home
    E_____Communication with appropriate offices on campus concerning professional placement opportunities O_____Assisting in verifying addresses and telephone numbers of alumni in your area
    F_____Involvement with high school students interested in the University of Nebraska-Lincoln Q_____Assisting the University of Nebraska-Lincoln by contacting legislators in your area regarding University needs
    G_____Assisting the University of Nebraska-Lincoln coaches in recruiting top men and women student athletes P_____Participation in the "extern program" by affording a UN-L student the opportunity to work with you in your profession for one week and hosting him/her in your home
    H_____Representing the University of Nebraska-Lincoln at inaugurals of college presidents R_____Assisting the University Foundation as a volunteer solicitor
    I_____Representing the University of Nebraska-Lincoln at college days at your local high school
    J_____Participation in local alumni club activities

11. If you were starting college today would you . . .
    A_____Attend UN-L B_____Attend some other College or University C_____Not attend college D_____Not sure

12. Check if you have any children who have attended or are now attending a college or university. (Check as many as apply)
    A_____University of Nebraska-Lincoln E_____Public institution in another state
    B_____University of Nebraska-Omaha F_____Private College or University in another state
    C_____State College in Nebraska G_____Two-year College in Nebraska
    D_____Private College or University in Nebraska H_____University of Nebraska Medical Center

13. Do you visit the UN-L campus fairly regularly? (If Yes, check as many as apply)
    A_____To attend classes E_____To visit son or daughter
    B_____To attend cultural events F_____Other (Specify) _____
    C_____To attend alumni activities
    D_____To attend athletic events

14. If you were asked to give some time to assist UN-L in some way, do you think you would be likely to do so?
    A_____Yes, definitely D_____No, definitely not
    B_____Yes, probably E_____Not sure
    C_____No, probably not

15. Have you contributed financially to any educational institutions other than UN-L?
    A_____Yes B_____No

16. Aside from your career and family, what is the area of your greatest interest or involvement? (Please check No. 1 interest)
    A_____Art D_____Social Clubs G_____Church J_____Literature/Drama
    B_____Sports E_____Service Clubs H_____Education
    C_____Music F_____Politics I_____Other Hobbies

17. As a student at UN-L did you receive a . . .
    A_____Scholarship C_____Both E_____Federal Assistance
    B_____Student Loan D_____Regents Scholarship F_____None

18. Do you own:
    A_____Your own residence D_____A yacht
    B_____A vacation home E_____An airplane
    C_____A recreation vehicle

19. What was your approximate total income from all sources last year (including your spouses income if you were married)
    A_____Less than $10,000 D_____$35,000 - $60,000
    B_____$10,000 - $20,000 E_____More than $60,000
    C_____$20,000 - $35,000

20. Your current activities:
    1._____I am a member of a professional/career society(s) Name(s) _____
    2._____I have held or currently do hold a position(s) of civic or public involvement. (City/County government, school board, etc.) Position(s) _____
    3._____I am a member of a community service organization(s). (Lions, Rotary, AAUW, etc.) Name(s) _____
    4._____I am a member of a Board of Directors of a corporation, foundation, or other organization(s) Name(s) _____
    5._____I am a member of a social or private club(s) or organization(s) Name(s) _____

COMMENTS:



115

University of Nebraska-Omaha

**Survey of UNO Alumni** **Spring 1983**

1. Please indicate the type of degree(s) you received and the year(s) you graduated from UNO.

| A. Type of degree | | B. Year(s) |
|---|---|---|
| Associate | 1. _____ | _____ |
| Bachelor's | 2. _____ | _____ |
| Master's | 3. _____ | _____ |
| Specialist's | 4. _____ | _____ |

2. Please indicate the college(s) from which you recieved your degree(s) at UNO.

| | (1) Associate | (2) Bachelor's | (3) Master's | (4) Specialist's |
|---|---|---|---|---|
| a. College of Arts and Sciences | _____ | _____ | _____ | _____ |
| b. College of Continuing Education | _____ | _____ | _____ | _____ |
| c. College of Education | _____ | _____ | _____ | _____ |
| d. College of Fine Arts | _____ | _____ | _____ | _____ |
| e. College of Business Administration | _____ | _____ | _____ | _____ |
| f. College of Public Affairs and Community Service (CPACS) | _____ | _____ | _____ | _____ |
| g. College of Engineering and Technology | _____ | _____ | _____ | _____ |
| h. College of Home Economics | _____ | _____ | _____ | _____ |
| i. Graduate College | _____ | _____ | _____ | _____ |
| j. Not sure | _____ | _____ | _____ | _____ |

3. Think about your years at UNO. Please indicate how important what you learned at UNO was in helping to shape your later life. Answer by circling the appropriate number on the zero-to-10 rating scale. The higher the number, the more important what you learned at UNO has been to your life.

| What was Learned Has Been Very Important to My Life | | | | What was Learned Has Been Somewhat Important to My Life | | | | | | What was Learned Has not at all Been Important to My Life |
|---|---|---|---|---|---|---|---|---|---|---|
| 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |

4. By circling the appropriate number on the scale, please indicate how proud you are to tell relatives, friends, and acquaintances that you attended UNO.

| Very Proud | | | | | Somewhat Proud | | | | | Not at all Proud |
|---|---|---|---|---|---|---|---|---|---|---|
| 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |

5. Again using the scale, how likely would you be to recommend UNO to a relative, friend, or acquaintance?

| Very Likely to Recommend | | | | | Somewhat Likely to Recommend | | | | | Not at all Likely to Recommend |
|---|---|---|---|---|---|---|---|---|---|---|
| 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |

6. The following are some statements that might or might not apply to how you feel about UNO. For each, please indicate how strongly you agree or disagree by circling the appropriate number on the scale.

a. On the whole, I feel that during the years I attended UNO, it was a high quality school.

| Agree Strongly | | | | | Neutral | | | | Disagree Strongly |
|---|---|---|---|---|---|---|---|---|---|
| 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |

b. On the whole, during the years I attended UNO, the faculty were well-qualified.

| Agree Strongly | | | | | Neutral | | | | Disagree Strongly |
|---|---|---|---|---|---|---|---|---|---|
| 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |

c. In my opinion, UNO is a stronger academic institution today than when I attended.

| Agree Strongly | | | | | Neutral | | | | Disagree Strongly |
|---|---|---|---|---|---|---|---|---|---|
| 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |

d. The education I gained while at UNO is still proving beneficial to me in my life.

| Agree Strongly | | | | | Neutral | | | | Disagree Strongly |
|---|---|---|---|---|---|---|---|---|---|
| 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |

e. UNO is a university that I feel deserves the support of its alumni.

| Agree Strongly | | | | | Neutral | | | | Disagree Strongly |
|---|---|---|---|---|---|---|---|---|---|
| 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |

7. Any suggestions or comments about improving UNO?

_____

_____

_____

_____

8. People differ in the types of relationships they maintain with their former schools. For each of the following, please indicate whether it does or does not apply to you, with respect to UNO.

| | Yes | No |
|---|---|---|
| a. I receive publications from the Alumni Association several times a year. | 1. _____ | 2. _____ |
| b. I receive other (non-alumni) publications from UNO several times a year. | 1. _____ | 2. _____ |
| c. I have participated actively in Alumni Association affairs (for example, by holding office, attending meetings, etc.) | 1. _____ | 2. _____ |
| d. A son or daughter of mine (or other close relative) is/was a student at UNO. | 1. _____ | 2. _____ |
| e. I attend UNO athletic, educational, or cultural events. | 1. _____ | 2. _____ |
| f. I have helped in UNO fund-raising activities. | 1. _____ | 2. _____ |
| g. I am a contributor to UNO's annual fund drive. | 1. _____ | 2. _____ |

9. When it comes to finding out what is happening at UNO, please indicate how important each of the following information sources is by circling the appropriate number on the scale.

| | Very Important Source | | | | | | | | | | Not at all Important Source |
|---|---|---|---|---|---|---|---|---|---|---|---|
| a. Personal contacts with present students, staff, or faculty | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| b. Personal contacts with other alumni | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| c. Publications from the college or university (such as catalogs, brochures, alumni newsletters) | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| d. Newspaper, magazine, radio or television stories about UNO | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| e. KVNO announcements/programs | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |

10. Following is a list of articles that might appear in the Alumni Newsletter. Please indicate how interested you would be in reading about such items by circling the appropriate numbers on the scale.

| | Very Interested | | | | | | | | | | Not at all Interested |
|---|---|---|---|---|---|---|---|---|---|---|---|
| a. Accomplishments of individual alumni | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| b. Alumni social functions | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| c. Class notes (weddings, births, etc.) | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| d. Faculty briefs (books, grants, etc.) | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| e. Student news | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| f. College curriculum (new courses, changes) | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| g. Fund raising news | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| h. College/community relations activities | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| i. Coming events on campus | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| j. Sports | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| k. Information on courses offered at UNO | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| l. Cultural activities on campus | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| m. Non-degree lectures, seminars, etc. | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| n. Goals and policies of college | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| o. Career Information | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| p. Other | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |

11. Please rate the following items in regard to how important you think each item is to UNO today by circling the appropriate number on the scale.

| | Very Important | | | | | | | | | | Not at all Important |
|---|---|---|---|---|---|---|---|---|---|---|---|
| a. Conducting scientific research | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| b. Performing arts (theater, dance, concerts) programs for the public | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| c. Academic excellence | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| d. Sports | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| e. International Studies Program | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| f. Adult or continuing education | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| g. Conferences or seminars on national issues | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| h. Free inquiry into controversial ideas | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| i. Scholarships, loans, and student aid programs | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| j. Sororities and fraternities | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| k. Undergraduate education programs | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| l. Graduate education programs | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| m. Providing career counseling and development assistance | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| n. Community service (to Nebraska communities) | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |

12. When did you last visit UNO?

1. ____ Within past month
2. ____ Within past six months
3. ____ Within past year
4. ____ Within past five years
5. ____ More than five years ago

13. Overall, how would you rate UNO in each of the following areas? (Please circle appropriate number.)

| | Very High | | | | | | | | | | Very Low |
|---|---|---|---|---|---|---|---|---|---|---|---|
| a. Quality of teaching | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| b. Athletic teams | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| c. Student services | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| d. Academic quality of students | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |

14. How important would you say your UNO education has been to your career? (Please circle)

| | Very Helpful | | | | | Somewhat Helpful | | | Not Helpful | | Not Applicable |
|---|---|---|---|---|---|---|---|---|---|---|---|
| a. Getting your first position | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| b. Career advancement | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |

15. Please indicate if any of the following were reasons for your attending UNO.

| | Yes | No |
|---|---|---|
| a. Economic reasons | 1. _____ | 2. _____ |
| b. Location | 1. _____ | 2. _____ |
| c. Academic quality | 1. _____ | 2. _____ |
| d. A specific program was offered. | 1. _____ | 2. _____ |
| e. It was recommended by others. | 1. _____ | 2. _____ |
| f. Availability of financial aid | 1. _____ | 2. _____ |
| g. Convenient scheduling of classes | 1. _____ | 2. _____ |

h. Other _____

_____

_____

_____

BACKGROUND INFORMATION

To help us interpret your answers to the previous questions, please tell us. . .

16. . . . if your are
    1. ____ female
    2. ____ male

17A. . . .your approximate age.
    1. ____ Under 30
    2. ____ 30-39
    3. ____ 40-49
    4. ____ 50-59
    5. ____ 60 and over

17B. . . . age at which you recieved your first degree from UNO.
    1. ____ 21 or under
    2. ____ 22-24
    3. ____ 25-27
    4. ____ 28-30
    5. ____ 31-39
    6. ____ 40-49
    7. ____ 50-59
    8. ____ 60 and over

18. . . . your occupation.

1. ___ Professional or technical
2. ___ Manager, administrator, owner of business
3. ___ Sales worker
4. ___ Clerical worker
5. ___ Craftsman (e.g., baker, machinist, tailor, etc.)
6. ___ Operative (e.g., assembler, produce grader, macine operator, bus driver, etc.)
7. ___ Laborer (e.g., warehouseman, laborer, lumberman, fisherman, etc.)
8. ___ Farmer or farm manager
9. ___ Farm laborer
10. ___ Service worker (e.g., janitor, waitresses, private security guard, nursing aide, maid, etc.)
11. ___ Other (please specify) _____

_____

19. In which of the following section of the country do you live?

1. ___ Northeast (Maine, Vermont, New Hampshire, Delaware, Maryland, Massachusetts, Connecticut, Rhode Island, New York, Pennesylvania, New Jersey, Ohio)

2. ___ Central (Michigan, Indiana, Illinois, Missouri, Iowa, Wisconsin, Minnesota, North Dakota, South Dakota, Nebraska, Kansas)

3. ___ Southeast (Virginia, West Virginia, North Carolina, South Carolina, Georgia, Florida, Alabama, Mississippi, Tennessee, Kentucky)

4. ___ Southwest (Arkansas, Louisiana, Oklahoma, Texas, New Mexico, Arizona)

5. ___ Far West (Colorado, Wyoming, Montana, Idaho, Washington, Oregon, Nevada, Utah, California, Alaska, Hawaii)

20. Would you please state your family's approximate total annual income before taxes?

1. ___ Less than $10,000 a year
2. ___ $10,000 to $19,999
3. ___ $20,000 to $29,999
4. ___ $30,000 to $39,999
5. ___ $40,000 to $49,999
6. ___ $50,000 to $59,999
7. ___ $60,000 to $69,999
8. ___ $70,000 or more

21. Comments:

Thank you very much for your valuable help. Please return the completed questionnaire in the enclosed postage-paid envelope.

121

# University of New Hampshire Alumni Survey

1. How informed do you feel about UNH?

   1___informed  3___moderately informed  5___uninformed
   2___fairly informed  4___slightly informed

2. Within the last five years, which have you done in relation to UNH? (Check all that apply.)

   ___attended a reunion
   ___attended a local alumni club meeting or social function
   ___attended Homecoming
   ___attended an athletic event
   ___attended an on-campus concert, play or lecture
   ___other (specify)_____
   ___contributed financially
   ___served as a class and/or club officer
   ___served on a committee
   ___talked to prospective students
   ___used the University library
   ___visited the campus

3. Which of the following are your usual sources of information about UNH?

   ___The New Hampshire Alumnus (bimonthly, tabloid-size newspaper)
   ___New Hampshire Magazine (UNH system quarterly magazine)
   ___other University publications and/or communications
   ___The New Hampshire (the student newspaper)
   ___personal involvement with UNH
   ___public media (specify)_____
   ___word of mouth from other alumni
   ___do not have a good source of information
   ___other (specify)_____

4. In your opinion, which best describes the Alumni Association?

   ___provides communication between alumni and the University
   ___provides services for alumni
   ___attempts to change the University to make it a better institution
   ___raises money for the University
   ___people who support athletic teams
   ___older people who don't relate to my age group
   ___really don't have a clear idea of what the Association does

5. UNH has regional alumni clubs throughout the U.S. To the best of your knowledge, is there an alumni club in your area? 1___yes 2___no 3___don't know. If yes, do you consider yourself to be active in your alumni club? 1___yes 2___no

6. If you feel you have not been involved as an alum, what do you consider to be the single most important reason?

   1___activities are not geared to my age group
   2___not made aware of various functions
   3___live too far away from the clubs and activities of the University
   4___lack of interest in alumni activities
   5___lack of interest in the University
   6___never been asked
   7___other (specify)_____

7. What functions would attract you to an alumni club? (Check all that apply.)

   ___programs presented by faculty members
   ___activities involving students or prospective students
   ___guest speakers sponsored by the Alumni Association
   ___travel programs
   ___other (specify)_____
   ___athletic events
   ___money-raising functions
   ___class reunions
   ___college reunions
   ___educational or cultural events

8. Would you like to participate in the Alumni Association travel program?

1___yes 2___no. If yes, please check all preferred destinations:

Overseas travel:

| | | | |
|---|---|---|---|
| ___Spain | ___Caribbean | ___France | ___Greece |
| ___Scandinavia | ___England | ___Switzerland | ___Holy Lands |
| ___Russia | ___Ireland | ___Italy | ___The Orient |
| ___South America | ___Germany | ___Other (specify)_____ | |

Other destinations:

___Colorado Ski Week ___California ___Montreal and Quebec City Winter Carnival
___Florida Disney World ___Hawaii ___New Orleans Mardi Gras ___Bermuda

9. If you would like to participate in a travel program, how long would you prefer the trip to be?

___one week ___two weeks ___three weeks

10. When you receive The New Hampshire Alumnus, do you usually:

1___read it cover to cover 3___read some of it 5___read none of it
2___read most of it 4___read very little of it

11. To what extent do you read the following features in the Alumnus?

| | 1 always | 2 often | 3 sometimes | 4 rarely | 5 never |
|---|---|---|---|---|---|
| front-page news | ___ | ___ | ___ | ___ | ___ |
| other articles | ___ | ___ | ___ | ___ | ___ |
| class notes | ___ | ___ | ___ | ___ | ___ |
| sports news | ___ | ___ | ___ | ___ | ___ |
| obituaries | ___ | ___ | ___ | ___ | ___ |

12. How do you rate the Alumnus in regard to each of the following?

| | 1 excellent | 2 good | 3 fair | 4 below average | 5 poor |
|---|---|---|---|---|---|
| quality of articles | ___ | ___ | ___ | ___ | ___ |
| range of subjects covered | ___ | ___ | ___ | ___ | ___ |
| general appearance | ___ | ___ | ___ | ___ | ___ |
| coverage of alumni and alumni events | ___ | ___ | ___ | ___ | ___ |

13. Which of the following features would you like to see covered more extensively in the Alumnus? (Check all that you wish.)

___alumni profiles ___faculty opinion and comment
___student profiles ___student opinion and comment
___faculty profiles ___news of Alumni Association events
___class notes about alumni ___general news of UNH and campus events
___feature articles on UNH ___articles by faculty, students and alumni
___other (specify) _____

80

14. All things considered, do you think the Alumnus publication is:

1___excellent 3___fair 5___poor
2___good 4___below average

15. Do you read the New Hampshire Magazine, the magazine of the entire University system? 1___yes 2___no

16. Would you like to receive a quarterly magazine covering the UNH campus only, rather than a publication covering the entire University system? 1___yes 2___no

17. The title of the alumni publication includes the word "Alumnus," which according to modern usage refers only to a male graduate or former student. How do you feel about this title for the publication? _____

1___feel that it should remain the same 3___feel that it should be changed
2___don't care one way or the other

If you recommend change, what title would you propose?_____

18. How would you like to be addressed when you receive large group mailings from UNH? _____

1___Dear friends of UNH 5___Dear alumnus/alumna
2___Dear UNHer 6___Dear alumnus
3___Dear alumni 7___Dear alumna
4___Dear alum 8___other (specify)_____

19. What types of information would you like to receive from UNH? (Check all that interest you.) _____

___career development information
___athletic events ___educational opportunities
___theater, art, music ___topical speakers
___other (specify)_____

20. Your age: 1___20-25 2___26-35 3___36-49 4___50-65 5___over 65 _____

21. Your sex: 1___male 2___female _____

22. Number of years of attendance at UNH: ___one ___two ___three ___four ___five _____

___six ___seven or more

23. Degrees obtained at UNH: (Check all that apply.) ___Associate ___Bachelor's _____

___Master's ___Doctorate ___Did not complete degree requirements at UNH

24. In which state do you now reside?_____ _____ 2

25. What is the size of the town in which you now reside?

1___large city (over 250,000) 3___town (5,000 to 50,000)
2___small city (50,000 to 250,000) 4___rural area (less than 5,000) _____

26. UNH faculty travel all over the U.S. Would you be interested in having a faculty member who was in your area: _____

___visit your home ___meet with your local alumni club
___have lunch or dinner with you ___other (specify)_____

27. Would you be interested in doing any of the following? (Check all that apply.)

___recruiting a prospective student in your area _____
___serving as host to a prospective student in your home or with a group of alumni _____
___talking with a UNH student about your profession _____
___having a student spend a day on the job with you _____
___providing a summer work experience for a student at your place of employment _____
___helping to place a graduating student _____

28. Would you be interested in coming back to campus:

___to discuss careers ___to address a class ___to participate in seminar programs

_____
_____
_____ 43

Optional: If you have indicated positive interest in questions 26-28 above, please fill in your name and address below so that the Alumni Office can get in touch with you. The other answers in the questionnaire will be coded and remain confidential.

Name_____ Class_____

Address_____

City_____ State_____ Zip_____

Telephone__( ___ )_____
area code

Is there anything in particular you feel the Alumni Association could be doing to serve you better?

Your first-class stamp saves UNH 13¢.

FIRST CLASS
PERMIT NO.2
DURHAM,
N.H.

## Business Reply Mail

NO POSTAGE STAMP NECESSARY IF MAILED IN THE UNITED STATES

POSTAGE WILL BE PAID BY

**University of New Hampshire**
**John S. Elliott Alumni Center**
**Durham, N.H. 03824**

University of Oklahoma Association

Oklahoma Memorial Union Building 900 Asp Avenue, Mezzanine 3 Norman, Oklahoma 73069

Here's a way for you to help the University of Oklahoma Association, your alumni organization, that doesn't involve your spending

**"ONE RED CENT!"**

We don't want you to "shell out" this time. We want you to **SPEAK OUT** – tell us what we're doing that you like; what you don't like; what services you'd like to have your alumni organization provide.

The next three pages are your opportunity as an active member of the Association to **SOUND OFF – LOUD AND CLEAR.** We ask for your candid evaluations and areas of interest. We want to be **YOUR** alumni organization – serving your interests and responsive to your needs, but **WE MUST HAVE YOUR HELP!**

Take a few minutes right now to complete this Opinion Survey and return it to us – **IT WON'T EVEN COST YOU A STAMP!**

## UNIVERSITY OF OKLAHOMA ASSOCIATION, INC., MEMBERS OPINION SURVEY

*Please check as many per each section as you feel are applicable*

HERE'S WHAT I TRULY THINK ABOUT .....

### A. THE SOONER

1. _____ should be published more frequently; _____ less frequently; _____ present frequency is OK with me.
2. It should contain more news of: _____ individual alumni, their accomplishments, etc.; _____ academic areas of OU; _____ OU sports; _____ Alumni Association activities, programs, etc.
3. _____ wish it were magazine style; _____ like the current "newspaper" format.
4. _____ believe it should contain "business advertising" to help defray publication costs; _____ would prefer no advertising.
5. _____ wish you'd print it in larger type; _____ should include more pictures.
6. I read: _____ each issue; _____ some issues; _____ only those where the covers attract my attention; _____ it lays around unread.

### B. THE FOOTBALL NEWSLETTER

1. _____ can hardly wait for game to end in anticipation of reading about it in the Newsletter; _____ could care less about receiving this type news.
2. Coverage of the game is: _____ excellent; _____ adequate; _____ rehash of newspaper coverage.
3. _____ would like pre-season issue; _____ Bowl game issue.
4. _____ I'm paying extra for "First Class Mail Service"; _____ I'd like to receive faster service, but not if I have to pay more; _____ I think these should be sent First Class to all members at no extra charge; _____ if possible, I'd like to not receive this publication.
5. _____ I read and throw away; _____ I collect and keep back issues; _____ I pass along to friends; _____ I drop unread in trash can closest to mail box.

### C. LOCAL COMMUNITY ACTIVITIES

1. _____ I've attended; _____ you always pick the wrong date for my schedule; _____ I've never known one to be held in my town; _____ no interest.
2. I would most enjoy programs of: _____ continuing education and self-improvement; _____ sports news, films, etc.; _____ general University administration (i.e., overall needs, goals, legislative dealings, etc.); _____ fine arts, music, drama, art exhibitions.
3. I would prefer activities include: _____ cocktails (cash); _____ dinner (cash); _____ just program and light refreshments; _____ just program.
4. If you want me to attend, you'll have to invite me at least _____ one month in advance; _____ two weeks in advance; _____ a telephone call a couple of days before activity.
5. I prefer _____ informal dress and atmosphere; _____ more formal dress, etc.
6. I would like "speaker/entertainment" to be: _____ OU faculty; _____ OU coaches; _____ OU administrators; . _____ Alumni Association leadership; _____ OU students; _____ Darrell Royal.

### D. ON CAMPUS ACTIVITIES

1. _____ I've attended; _____ Norman's too far for me to come; _____ no interest in visiting campus.
2. In the past two years, I've _____ come only for football games; _____ attended Homecoming/Alumni Hall of Fame events; _____ Commencement/DSC activities; _____ All Star Weekend; _____ 50-Year Class Reunions; _____ coffees, receptions, openhouses, etc., held by my college; _____ been on campus only for non-alumni related events (seminars, etc.; professional contacts); _____ not returned to campus.
3. I would like to receive information on: _____ all prominent scholars/dignitaries speaking on campus; _____ athletic events; _____ fine arts productions; _____ art exhibitions/museum programs; _____ other major entertainment events (Lloyd Noble Center concerts, etc.); _____ alumni/university short courses, conferences in continuing education (non-credit).
4. I would prefer on-campus activities be scheduled: _____ Monday through Thursday; _____ Fridays; _____ Saturdays; _____ Sundays; _____ in the afternoons; _____ in the evenings; _____ all day.
5. If you expect me to come to Norman, invite me at least _____ two months in advance; _____ one month; _____ two weeks; _____ love to travel, will come on short notice.
6. I'd be willing to pay _____ reasonable charges for program, entertainment, food and lodging; _____ don't mind paying for food and lodging, but program should be free; _____ if it's not free to the public, I'm not interested.

### E. TRAVEL AND SOONER KEEPSAKES

1. _____ I'm an international Flying Sooner; _____ I hope to travel in the future; _____ no interest.
2. If I were traveling, I'd like to go to _____ Europe; _____ Asia; _____ Far East; _____ Middle East; _____ Africa; _____ South America; _____ South Pacific (Australia, etc.) _____ Other: _____

3. _____ I've been on the Association's football trips; _____ I go to away football games on my own; _____ no interest.
4. I prefer: _____ to travel "first class" and am willing to pay for it; _____ to travel as cheaply as possible with some "quality"; _____ to travel extra cheap and disregard the quality.
5. My favorite transportation is: _____ air plane; _____ train; _____ bus; _____ ship; _____ the Sooner Schooner.
6. _____ I've bought SOONER items through the Association; _____ I've just never gotten around to sending in my order; _____ no interest.
7. My preference in items offered would be _____ inexpensive items; _____ middle price-range items ($5/$15); _____ unique "collector's" items.
8. I buy or would buy primarily for _____ myself; _____ my children; _____ gifts to other SOONERS.
9. _____ If sent a "nice" catalogue of SOONER items, I would retain it and place orders throughout the year; _____ I would prefer more frequent offers
10. _____ I think travel/OU keepsakes are good services to members; _____ I do not believe the Association should be involved in these types of programs;
11. Should these programs be discontinued, I would prefer: _____ that membership dues be increased to cover loss of income for operating expenses; _____ all services to members be curtailed as might be needed to offset financial loss.

## F. COMMUNICATIONS

1. The Association has done a _____ good job; _____ poor job keeping my address current.
2. My title and name as listed on the mailing label is _____ satisfactory; _____ unsatisfactory – should be _____
3. Association communications are now coming to my _____ business address; _____ home address.
4. _____ I experience difficulty in receiving correspondence sent via Second Class or Bulk Mail rates; _____ my postman is a SOONER's friend and sends everything along to me posthaste.
5. _____ I would be willing to have dues increased so that all correspondence could be sent First Class; _____ I believe dues should remain lower and I will accept slower mail service.

*Please let us know below what your reaction would be IF the items listed were made available to you*

**IF** . . . . . .

| | I'd participate | I might participate | I've NO interest |
|---|---|---|---|
| 1. If Owen Stadium were miraculously to contain additional seating capacity, would you buy: | | | |
| two season home-game tickets; | _____ | _____ | _____ |
| only tickets to specific individual home games | _____ | _____ | _____ |
| 2. If the Texas Longhorns all became "hooked on a losing horn" and OU's ticket allocation increased, would you buy: | | | |
| a season-home game ticket to get an OU-Texas ticket; | _____ | _____ | _____ |
| just an OU-Texas ticket, if available | _____ | _____ | _____ |
| 3. If you couldn't use home season or OU-Texas, would you buy a football ticket to a game played in the region where you live. | _____ | _____ | _____ |
| 4. If the Association sponsored a group insurance program for its members | | | |
| which featured Hospital Income | _____ | _____ | _____ |
| which featured term life insurance | _____ | _____ | _____ |
| which featured dental insurance | _____ | _____ | _____ |
| Would you prefer: _____ coverage just for yourself _____ coverage for your family | | | |
| 5. If the Association sponsored a "book club" I'd like selections from the areas of _____ Western/Indian History; _____ biographies; _____ technical fields, "how to area"; _____ non-fiction (self-improvement; philosophy; classics, etc.); _____ fiction (current best sellers, etc.); _____ children's books; _____ Other; _____ | _____ | _____ | _____ |
| 6. If the Association sponsored travel within the U.S. which didn't include a "football game", I'd like to visit: _____ the New England States; _____ Southern States; _____ Rockies/Northwestern area; _____ tour Oklahoma (foliage or major park areas); _____ Other: _____ | _____ | _____ | _____ |
| 7. If the Association sponsored a family camp (economical and including recreational and academic opportunities), | _____ | _____ | _____ |
| 8. If the Association sponsored a float trip on a "major river", | _____ | _____ | _____ |
| 9. If the Association sponsored a ski trip to a "major resort", | _____ | _____ | _____ |
| 10. If the Association sponsored a "placement service" on a nationwide basis and I wished to change employment or to relocate. | _____ | _____ | _____ |

| | I'd participate | I might participate | I've NO interest |
|---|---|---|---|
| 11. If I were needed to serve as an "alumni volunteer," | _____ | _____ | _____ |

I'd like best to serve as:

_____ a member of the Association's Board of Directors;
_____ a member of other OU alumni advisory boards (Board of Visitors; College Advisory Board, etc.);
_____ a contact for encouraging qualified students to attend OU;
_____ a contact with local alumni for arranging meetings, social activities, etc.

I would be willing to:

_____ telephone other alumni regarding meetings;
_____ telephone prospective students to welcome them to OU;
_____ telephone other alumni to ask for contributions to OU's annual-giving program;
_____ contact alumni in my community who aren't Association members asking them to join;
_____ host an alumni activity in my home;
_____ assist in verifying alumni addresses and telephone numbers;
_____ travel to campus to act as alumni host/hostess for activities held there;
_____ Other: _____

IT IS not necessary for you to sign this questionnaire UNLESS

You've indicated you'd serve as an alumni volunteer or wish a response.

We would like for you to fill in your year of graduation and degree from OU to better help us evaluate your response.

At various times, OU's alumni and their organization have been defined as "APATHETIC"; . . . . . You are not because you've read this far . . . . . YOU are interested! Please encourage your friends who are Association members to also speak out and return the questionnaire. You are 17,000 members strong . . . . . Your opinions are important.

**THANK YOU!**

_____ Year of Graduation

_____ Degree Received

_____

_____

Name and Address are optional UNLESS YOU'VE VOLUNTEERED FOR SERVICE or wish a response.

See page 183 for a report on the results of this survey.

QUESTIONNAIRE DRAFT--VANDERBILT UNIVERSITY -- 4/82 NASHVILLE ALUMNI

Hello, this is _____ here in Nashville. The Vanderbilt Alumni Association has asked Shockley Research, with which I am associated, to conduct a survey. You have been selected and are asked to participate.

1A. Do you receive mailings from Vanderbilt University?

Yes 1 No 2--GO TO Q2A Used To, No Longer Do 3--GO TO Q2A (4)

1B. About how many mailings would you say you receive in a year's time?

1-4.. 1
5-9.. 2
10-14 3
15-19..... 4
20 Or More 5
(5)

1C. Would you say that... (READ)

1. Most of the mail you receive from Vanderbilt is fund-raising in nature; 1
2. Most of the mail you receive is informational about Vanderbilt;..... 2 (6)
3. About equal amounts of fund-raising mail and informational mail are received from Vanderbilt?..... 3

1D. Overall, would you say that the Alumni Association has done an Excellent, Good, Fair, or Poor job in keeping you informed about Vanderbilt?

Excellent 1 Good 2 Fair 3 Poor 4 (7)

1E. (IF FAIR OR POOR) Why do you say that? _____

_____ (8-9)

_____

2A. What services or functions can you name or think of that the Vanderbilt Alumni Association provides for alumni? _____

_____ (10-1

_____

2B. What service or services does the Vanderbilt Alumni Association not now provide for you that you would like to see it provide? _____ (12-1

_____

2C. Here are several services that the Alumni Association provides or might provide. Please rate those you think are very important with a "1", those that are nominally important with a "2", and those that are not important with a "3".

Information About Vanderbilt..... ___(14)
News About Alumni..... ___(15)
Assistance In Advising Students About Careers..... ___(16)
Assistance in Recruitment of Students..... ___(17)
Continuing Education Programs For Alumni..... ___(18)
Group Life Insurance For Alumni.... ___(19)
Support for Local Vanderbilt Clubs ___(20)
Use of the Library..... ___(21)
Use of the Gymnasium..... ___(22)
Priority Seating for Campus Events Such as IMPACT, Concerts, Lectures..... ___(23)
Calendar Of Campus Events Such As Films, Lectures, Concerts, Etc.. ___(24)

3A. What type of campus event or function can you think of that would be of interest to you and that might attract you to the campus at some time in the future? _____

_____ (25-26)

_____

3B. If you were to visit the Vanderbilt campus, would you more likely be attracted by a social event, an educational program, or an athletic event?

Social Event..... 1
Educational Program. 2
Athletic Event..... 3
Don't Know..... 4
Other (SPECIFY) _____ 5 (27-29)

4. As a general rule, do you think alumni events at Vanderbilt should be free, or do you think a fee should be charged?

Free 1 Fee Charged 2 (30)

5. Here are a few of the services, programs, events and activities that the Alumni Association provides. Please rate those that you think are very important with a "1", those that are nominally important with a "2", and those that are not important with a "3".

The Alumnus Magazine..... _____(31)
Vanderbilt Today..... _____(32)
School or Departmental Newsletters _____(33)
Alumni Directories..... _____(34)
Class Reunions..... _____(35)
Homecoming..... _____(36)
Educational Programs on Campus for Alumni..... _____(37)
Educational Programs for Alumni, held in Association with your Local Vanderbilt Club..... _____(38)
Travel (Trips)..... _____(39)

6. Which interests you the most (READ):

The National Vanderbilt Alumni Association..... 1

A School organization (the one you attended within the University, such as the College of Arts and Science, Medicine, Engineering, Law, etc.)..... 2

An organization of your class..... 3 (40-41)

The Vanderbilt Club in your area..... 4

None of the Above (DO NOT READ)..... 5

7A. At some universities alumni pay annual dues to their alumni associations to make possible services such as those I have mentioned earlier. Do you think Vanderbilt alumni will pay dues in the $15 to $25 range, to strengthen Vanderbilt's alumni relations program?

Yes 1 No 2 (42)

7B. Why do you say that? _____

_____ (43)

_____

7C. Do you think <u>you</u> would pay annual dues to the Alumni Association?

Yes 1 No 2 (44)

7D. Why do you say that? _____

_____ (45)

_____

8. What if dues to the Alumni Association are <u>$25</u> a year; would you be very likely, somewhat likely, or not likely to pay this amount? What about $20 a year? $15 a year?

| | Very Likely | Somewhat Likely | Not Likely | |
|---|---|---|---|---|
| $25..... | 1 | 2 | 3 | (46) |
| $20..... | 1 | 2 | 3 | (47) |
| $15..... | 1 | 2 | 3 | (48) |

9. Thinking again about your school, class, and local Vanderbilt Club, to which of these would you be most likely to pay dues for activities of interest to you? (READ)

Your School..... 1
Your Class..... 2 (49-50)
The Vanderbilt Club In Your Area 3

10A. Do you think alumni generally will expect additional services in return for the dues they might pay annually?

Yes 1 No 2 (51)

10B. Do you believe that if a person joins an organization by paying dues, he or she will be more likely to be active and to participate in the organization?

Yes 1 No 2 (52)

10C. Would <u>you</u> expect additional services in return for annual dues?

Yes 1 No 2 (53)

10D. If <u>you</u> paid dues, would you be more likely to be active and participate?

Yes 1 No 2 (54)

11. Now, in summary, how likely do you think you would be to be a part of (<u>READ EACH ONE</u>) -- very likely, somewhat likely, or not likely.

| | Very Likely | Somewhat Likely | Not Likely | |
|---|---|---|---|---|
| The Vanderbilt National Alumni Association.. | 1 | 2 | 3 | (55) |
| Your Local Vanderbilt Club..... | 1 | 2 | 3 | (56) |
| An Organization of Your Class..... | 1 | 2 | 3 | (57) |
| An Organization Representing Your School.... | 1 | 2 | 3 | (58) |

12. Do you think payment of annual dues would decrease other, regular giving to the University, serve to increase other giving, or not affect it at all?

Decrease 1 Increase 2 Not Affect It 3 (59)

13. What is your opinion of Vanderbilt University today as compared with when you were there? Would you say that overall the school is better, about the same, or not as good? (PROBE) _____

_____ (60-6

_____

14A. Thinking of Vanderbilt University as a whole, and based on what you know or what you have seen or read, how would you rate the University academically? On a scale of 1 to 6, with 1 as least favorable, and 6 as most favorable, what rating would you give the University? (RECORD BELOW)

14B. How would you rate the University overall, both in its academic and other dimensions? Use the same scale of 1 to 6, with 1 as least favorable and 6 as most favorable. (RECORD BELOW)

14C. How do you think the public perceives Vanderbilt's image overall? Use the scale of 1 to (RECORD BELOW)

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 14A. Academically..... | 1 | 2 | 3 | 4 | 5 | 6 | (62) |
| 14B. Overall..... | 1 | 2 | 3 | 4 | 5 | 6 | (63) |
| 14C. Public Perception | 1 | 2 | 3 | 4 | 5 | 6 | (64) |

14D. What other universities come to your mind as being of about the same academic quality as Vanderbilt?

_____ _____ (65-

_____ _____

15A. Would you recommend Vanderbilt University to a friend?

Yes 1 No 2 (69)

15B. Why do you say that? _____

_____ (70-

_____

16A. Would you want your children to attend Vanderbilt?

Yes 1 Yes, Already Have/Do 2 No 3 (72)

16B. Why do you say that?

_____

_____ (73-

_____

17. What other comments, suggestions, observations, etc., about Vanderbilt would you like to make that have not been covered in this questionnaire?

_____

_____

_____

_____

_____

Now, just a few questions for statistical purposes...

18. What is your approximate age? Are you between the ages of...

| | | | | |
|---|---|---|---|---|
| 18-24 1 | 35-44 3 | 50-54 5 | 65+ 7 | (75) |
| 25-34 2 | 45-49 4 | 55-64 6 | | |

19. How many persons are in your household? _____ (76)

20. What was the last year of school that you completed? (CIRCLE THE YEAR)

| 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21+ | (77-78) |
|---|---|---|---|---|---|---|---|---|---|
| | College Or Trade School | | | | Graduate Work/Degree | | | | |

21. Are you married, single--never-married, widowed, or divorced?

| | | | | |
|---|---|---|---|---|
| Married 1 | Single--Never-Married 2 | Widowed 3 | Divorced 4 | (79) |
| | | | | (80=1) |

22. How many persons in this household are employed full-time outside the home?

_____ Persons (4)

23. Which category best describes the male head of household? (5)

No Male Head of Household 1
Employed Full-Time..... 2 -- What is his occupation? (BE SPECIFIC)
Employed Part-Time..... 3
Retired..... 4 _____ (6)
Student..... 5
Not Employed..... 6

24. Which category best describes the female head of household? (7)

No Female Head of Household..... 1
Homemaker..... 2
Employed Full-Time Outside The Home 3 -- What is her occupation? (BE SPECIFIC)
Employed Part-Time Outside The Home 4
Retired..... 5 _____ (8)
Student..... 6
Not Employed..... 7

25. Is your household's total annual income less than $30,000 or $30,000 or more?

| $30,000 Or More...ASK | Less Than $30,000...ASK |
|---|---|
| If More, would it be... | If Less, would it be.. |
| Under $40,000... 5 | Over $25,000... 4 |
| Over $40,000.... ASK | Under $25,000.. ASK |
| If Over, would it be... | If Under, would it be.. |
| Under $50,000... 6 | Over $20,000... 3 |
| Over $50,000.... ASK | Under $20,000.. ASK |
| If Over, would it be... | If Under, would it be.. |
| Under $75,000... 7 | Over $15,000.... 2 |
| Over $75,000.... 8 | Under $15,000... 1 |

(9

26. (DO NOT ASK) Race: White 1 Non-White 2 (1

27. (DO NOT ASK) Sex: Male 1 Female 2 (1

Respondent's Name: _____

Respondent's City: _____ State: _____ Zip Code: _____ (12) (13) (14) (15) (16)

Respondent's Telephone Number: _____

Respondent's VU Class Year _____ (1

Graduate of Vanderbilt? Yes 1 No 2 (1

School Attended:

| | |
|---|---|
| College of A & S 1 | Nursing..... 5 |
| Engineering..... 2 | Divinity School..... 6 |
| Law..... 3 | Owen Graduate School of Management..... 7 |
| Medicine..... 4 | 8 |

(1

Interviewer's Initials: _____ Date of Interview: _____

INTERVIEWER: Please indicate below the answer that, in your judgment, best describes the respondent's attitude:

This respondent was:

Very Cooperative.... 1
Cooperative..... 2
Somewhat Cooperative 3
Not Cooperative..... 4

(20

Please note: This survey is the basis for the article, "Let your fingers do the walking: The nine steps of surveying alumni via telephone," on page 13 of this handbook.

WAKE FOREST UNIVERSITY ALUMNI SURVEY
INSTRUCTIONS FOR CALLERS

You will need four items for this interviewing:

a. A set of "Fund Cards" for the Alumni you will be calling.

b. An Interview Evaluation Form.

c. A set of survey questionnaires.

d. Two sharp pencils.

The FUND CARDS contain the names, addresses, phone numbers and other important information about each alumnus/a we will try to call. From this card you will obtain the data requested in Section I of the questionnaire. Each alumnus/a has been assigned a unique identification code (numbering 001 to 499).

The SURVEY QUESTIONNAIRES are to be filled out as you interview each alumnus/a (see below for comments on various questions).

The INTERVIEW EVALUATION FORM provides you with a score sheet on which we can keep track of your calls. The form has six columns. Column 1 is a check-mark column for "call-back" numbers (refer to CALL-BACKS section of these instructions.) In Column 2 you should enter the identification number of each person you try to call. Column 3 is used to indicate the results of calls which you cannot complete to the alumnus/a. Column 4 provides a space for you to indicate the call-back time and phone number (if different from number on Fund Card). Columns 5 and 6 are check-mark columns for you to indicate refusals and completed calls.

STEPS FOR INTERVIEWING

1. Start your interviewing by writing down the ID number of your first interviewee on Section I, Question 1 of the questionnaire. Also record this number on your Interview Evaluation form.

2. Enter the information requested in Section I from the Fund Card. Note that County name for North Carolinians has been added. See the Questionnaire Comments section for an explanation of the codes.

3. Dial the number. The following things may happen:

   a. No one answers (let it ring 6 times). Enter N in column 3.

   b. You get a busy signal. Enter B in column 3.

   c. You get a recording. Enter R in column 3.

d. You get a wrong number. If this happens, check with Directory Assistance (1- (area code)-555-1212) for the correct number. Enter W in column 3.

e. You reach someone, but the alumnus/a you need is not in. (See call-back section). Enter NI in column 3.

g. You reach the alumnus/a but receive a refusal to participate. Enter check-mark in column 5.

h. You reach the alumnus/a and complete the interview. Enter check-mark in column 6.

4. Ask for the alumnus/a and read Section II to tell why you are calling . Note: Each person we are calling has been mailed a letter notifying them about the survey.

5. Read through the questionnaire. Responses should be checked or written in appropriate blanks.

6. Thank the alumnus/a for participating in survey (see Section V) Hang up.

7. After finishing the interview, check column 6 on your Interview Evaluation Form. Also put a large X across the Fund Card.

8. Go back over the form and code each answer in the "Columns" space. See Questionnaire Comments for Coding instructions.

9. At the end of the evening, put all of your completed questionnaires and interview evaluation forms in the large envelope provided. Write "REFUSAL" on cards of those that refused.

CALL-BACKS

If you are unable to reach the alumnus/a, indicate the reason in Column 3 of the Interview Evaluation form. In Column 4 indicate the time that you wish to try the call again and the number to try (if different from the one on the card). In Column 1 put a check mark to remind you which are call-backs. Attach the card for call backs to the questionnaires you've filled out for them. If the alumnus/a can only be reached at a future date, indicate the date and time for the call back on the card.

At the end of the evening, write your name and the date on the back of the cards for the call-backs you couldn't reach. You may also note any special instructions needed for reaching the person.

QUESTIONNAIRE COMMENTS

1. Throughout questionnaire, use the following codes:

| Response | Code Number |
|---|---|
| Yes | 1 |
| No | 2 |
| No response | 3 |
| Don't know (DK) | 0 |
| Very Interested (VI) | 1 |
| Somewhat Interested (SI) | 2 |
| Not Interested (NI) | 3 |

2. To code states by regions in Section I, Q6 and Q28, and to code counties by areas in Q7, refer to attached geographical codes.

3. To code Q19, (marital status) use the following codes:

| | | |
|---|---|---|
| Married | 1 | |
| Unmarried | 2 | (includes divorced, separated, widowed, and single). |

4. To code Q23, (undergraduate major) use Major Codes on attached sheet.

5. To code Q27b and Q27c, (religion and denomination), use the Religion and Denomination Codes on attached sheet.

6. To code Q29 and Q29a, list the income to the nearest $1,000 and omit the last three zeros. Examples:

| Amount | Code |
|---|---|
| $ 7,500 | 008 |
| 15,000 | 015 |
| 150,000 | 150 |

7. To code Section 1, Q3, a G by the College Class Year INDICATES that the alumnus/a GRADUATED; if the person DID NOT GRADUATE, an A will be by the class year.

I. Information from forms — Columns

1. Identification number assigned. (A,1-3)

2. List undergraduate class year (record 2-digit number) (A,5-6)

3. Was undergraduate degree received? (1 if yes, 2 if no) (G by class year indicates degree received; A indicates degree not received). (A,8)

4. Did alumnus/a attend graduate or professional school at WFU? (1 if yes, 2 if no). (A,10)

5. Indicate sex of alumnus/a (1 if female, 2 if male) (A,12)

6. List code for state of residence. If address originally given is incorrect, make change to current state of residence (see code sheet for 1-digit code). (A,14-15)

7. If from North Carolina, list region of state. (see code sheet for division of counties into regions). (A,17)

8. List dollar amount of total gifts to date (round off to nearest dollar). (A,19-25)

9. List dollar amount of total gifts in 1978-79 (round to nearest dollar). (A,27-31)

II. Hello, may I speak with (alumnus/a).

Hello, this is (your name). I'm conducting an opinion survey of alumni of Wake Forest University. We'd like to include your opinions. It will take about 10 minutes.

We are mainly interested in learning more about your attitudes toward Wake Forest and which areas of Wake Forest you are interested in. I am an independently-contracted interviewer and any information you give me will be kept strictly confidential. We are interested in the overall profile and opinions of a sample of alumni, not the answers of any particular individuals.

III. First we would like to know some of your opinions about Wake Forest.

1. Which of the following phrases best describes your feelings toward Wake Forest? The phrases are: (A,33)

1)____I have very positive, warm feeling toward WFU.
2)____I have somewhat positive feelings.
3)____My feelings are neither positive nor negative.
4)____I have negative feelings toward Wake Forest.

2. In your opinion, which of the following phrases is most true about the quality and reputation of Wake Forest over the past 10 to 20 years? (A,35)

1)____Quality and reputation have improved a great deal.
2)____Have improved somewhat.
3)____Have stayed about the same.
4)____Have diminished somewhat.
5)____Have diminished a great deal.
6)____No opinion.

3. Will you likely make a charitable gift to any area of Wake Forest in the future? (A,37)

1)yes___ 3)qualified yes___ 5)undecided___
2)no___ 4)qualified no___ 6)no response___

IF YES TO QUESTION 3, GO TO QUESTION 4. IF NO, GO TO QUESTION 5.

4. I'm going to list several areas of Wake Forest and would like for you to indicate your level of interest in giving to these areas, the categories are: Very Interested, Somewhat Interested and Not Interested at All.

4a. The first area is financial aid for students other than athletic scholarships. If you were to make gift to Wake Forest, would you be Very Interested, Somewhat Interested, or Not Interested in giving to student aid. (A,39)
1)VI___ 2)SI___ 3)NI___ 4)Don't know___

4b. How about giving to an undergraduate academic department or program? (A,41)
1)VI___ 2)SI___ 3)NI___ 4)Don't know___

4c. A graduate or professional school or program? (A,43)
1)VI___ 2)SI___ 3)NI___
4)Don't know___

4d. The athletic program or athletic scholarships? (A,45)
1)VI___ 2)SI___ 3)NI___
4)Don't know___

4e. Wherever the need is greatest (unrestricted, College Fund)? (A,47)
1)VI___ 2)SI___ 3)NI___ 4)Don't know___

4f. Faculty salaries? (A,49)
1)VI___ 2)SI___ 3)NI___
4)Don't know___

4g. Are there any other areas that you would be interested in giving to? What are they? (A,51)
yes___ no___ other areas___

5. Do you have a will (last will and testament)? (A,53)
yes___ no___ no response___

IF YES TO QUESTION 5, ASK QUESTION 5a. IF NO, GO TO QUESTION 6.

5a. Have you put a provision in your will for any area of Wake Forest (A,55)
yes___ no___ no response___

6. (If you had a will) would you consider putting a provision in your will for any area of Wake Forest? (A,57)
yes___ no___ no response___

IF YES TO QUESTION 3, GO TO QUESTION 7. IF NO, GO TO QUESTION 8.

7. Some graduates were recently asked to give reasons that alumni contribute to Wake Forest. I am going to list some of these reasons and ask you to tell me their level of importance to you in your personal decision about giving to Wake Forest. The levels are Very Important, Somewhat Important, and Not Important.

7a. Loyalty and concern for Wake Forest. (A,59)
VI___ SI___ NI___ DK___

7b. Recognition of Wake Forest's need for alumni support. (A,61)
VI___ SI___ NI___ DK___

7c. Wish to be recognized as a contributor. (A,63)
VI___ SI___ NI___ DK___

7d. Interest in athletic program. (A,65)
VI___ SI___ NI___ DK___

7e. Tax deductibility of gift. (A,67)
VI___ SI___ NI___ DK___

7f. Wish to receive benefits such as athletic tickets. VI___ SI___ NI___ DK___ (A,69)

7g. Gratitude to Wake Forest for education. (A,71)
VI___ SI___ NI___ DK___

7h. Wish to improve college class's record of support. VI___ SI___ NI___ DK___ (A,73)

7i. Good experiences while in school. (A,75)
VI___ SI___ NI___ DK___

7j. Interest in children attending or applying to WFU. (A,77)
VI___ SI___ NI___ DK___

7k. Wish to keep costs down for current students. (B,1)
VI___ SI___ NI___ DK___

7l. Interest in continued improvement of academic program and reputation. (B,3)
VI___ SI___ NI___ DK___

IF YES TO QUESTION 3, GO ON TO QUESTION 9. IF NO, GO TO QUESTION 8.

8. Some graduates were recently asked to give reasons that alumni do not contribute to Wake Forest. I am going to list some of these reasons and ask you to tell me their level of importance to you in your personal decision about giving to Wake Forest. The categories are Very Important, Somewhat Important and Not Important.

8a. Bad experience at Wake Forest as a student. (B,5)
VI___ SI___ NI___ DK___

8b. No feelings of loyalty or concern for Wake Forest. VI___ SI___ NI___ DK___ (B,7)

8c. Disagreement with recent policies or desicions at Wake Forest. (B,9)
VI___ SI___ NI___ DK___

8d. Financially unable to contribute to Wake Forest. (B,11)
VI___ SI___ NI___ DK___

8e. Disappointment with admissions results for family or friends. (B,13)
VI___ SI___ NI___ DK___

8f. Have little contact with Wake Forest. (B,15)
VI___ SI___ NI___ DK___

8g. Other cause have a higher priority for contributions. VI___ SI___ NI___ DK___ (B,17)

8h. Disagreement with the way in which Wake Forest uses money. (B,19)
VI___ SI___ NI___ DK___

8i. Dislike for the manner in which gifts are solicited. VI___ SI___ NI___ DK___ (B,21)

8j. Disappointment with athletic program. (B,23)
VI___ SI___ NI___ DK___

9k. Feel Wake Forest has plenty of money without your gift. (B,25)
VI___ SI___ NI___ DK___

9. Have you ever made a charitable gift to any area of Wake Forest in the past? (B,27)
yes___ no___ don't know___

IF NO, SKIP TO QUESTION 13, IF YES, GO ON TO NEXT QUESTION

10. Approximately how many years has it been since you last made a gift to Wake Forest? (B,29-30)
___ years

11. Which of the following phrases best describes how often you give to Wake Forest? (B,32)
1)___try to give every year
2)___every 2 to 4 years
3)___every 5 years or more
4)___don't know

12. I'm going to list several ranges of dollar amounts. Please indicate which range comes closest to the total amount you gave to Wake Forest during the last year you contributed. The ranges are: (B,34)
1)___$25 or less
2)___$26 to $99
3)___$100 to $499
4)___$500 to $999
5)___$1000 to $2999
6)___$3000 or more
7)___no response
0)___don't know

13. Have you ever served as a volunteer for Wake Forest, such as a class agent or chairman, club meeting organizer or committee or board member? (B,36)
yes___ no___ don't know___

14. Next, I'm now going to list several kinds of charitable causes and organizations. If you personally or as a family make charitable gifts to a cause on a regular basis - say, at least every other year - please answer yes. If you seldom or never make such gifts to the cause, answer no.

14a. First, do you regularly make charitable gifts to any community drives, such as The United Way? (B,38)
yes___ no___ no response___

14b. How about health-related organizations, such as the Heart Fund? (B,40)
yes___ no___ no response___

14c. Churches or other religious organizations? (B,42)
yes___ no___ no response___

14d. Welfare organiations, such as CARE or Salvation Army. yes___ no___ no response___ (B,44)

14e. Arts-related organizations or museums? (B,46)
yes___ no___ no response___

14f. Are there any other charitable causes to which you contribute? yes___ no___ no response___ (B,48)

15. Do you regularly make charitable gifts to any colleges, graduate or professional schools, or private schools other than Wake Forest? yes___ no___ no response___ (B,50)

16. Do you receive the Wake Forest Magazine? (B,52)
yes___ no___ no response___

IF YES TO QUESTION 16

16a. Which of the following phrases best describes how much of the magazine you typically read? (B,54)
1)___read most articles.
2)___read several articles.
3)___read very few articles.
4)___don't read at all.
0)___don't know

17. Finally, I would like to get some descriptive information about you.

17. What is your marital status? _____ status (B,56)

IF MARRIED

17a. Did your spouse attend Wake Forest? (B,58)
yes___ no___ no response___

17b. Does your spouse make charitable gifts to any colleges, graduate or professionals schools or private schools other than Wake Forest? (B,60)
yes___ no___ no response___

IF MARRIED OR PREVIOUSLY MARRIED

17c. Do you have any children? yes___ no___ (B,62)

IF PERSON HAS CHILDREN

17d. How many do you have? _____ number (B,64-65)

17e. Have you had a child attend Wake Forest? (B,67)
yes ___ no___ no response___

18. Have any of your relatives other than your spouse or children attended Wake Forest? yes___ no___ (B,69)
no response___

19. Have you attended (or are you currently attending) an undergraduate school other than Wake Forest? (B,71)
yes___ no___ no response___

20. Have you received a degree from (or are you currently attending) a graduate or professional school other Wake Forest? (B,73)
yes___ no___ no response___

IF YES TO QUESTIONS 19 or 20

20a. Which of the following three phrases best describes your level of interest in any school(s) other than Wake Forest that you attended? (B,75)
1)___More interested in Wake Forest than other school(s).
2)___More interested in other school(s).
3)___Interested in both about the same.

21. What was your undergraduate major at Wake Forest? (B,77)
_____ Don't Know_____
major

22. Did you receive any financial aid (scholarships, loans, etc) from Wake Forest when you attended? (B,79)
yes___ no___ no response___

23. When you were at Wake Forest, were you a member of a social fraternity or society? yes___ no___ (C,1)
no response___

24. What is your occupation? (C,3-4)
_____
occupation

25. Do you have a religious affiliation? (C,6)
yes___ no___ no response___

IF YES

25a. How often do you attend religious services or activities? (C,8)
The categories are:
1)___almost every week
2)___every other week
3)___once a month
4)___less often

25b. With which religion are you affiliated? (C,10)
_____
religion

IF PROTESTANT OR CHRISTIAN

25c. What is your denomination? (C,12)

_____
denomination

26. In what state did you reside when you entered Wake Forest? _____ (C,14)
state

27. Finally I'm going to list some ranges of income. For statistical purposes only, please indicate in which range your household's total annual income falls. (C,15)

1)___$10,000 or less
2)___$10,001 to $20,000
3)___$20,001 to $30,000
4)___$30,001 to $40,000
5)___$40,001 to $50,000
6)___$50,001 to $70,000
7)___$70,001 to $100,000
8)___Over $100,000
9)___No response
0)___Don't know

27a. Of your household's income, in which range does your personal income fall (the amount you earned personally)? The ranges are the same: (C,16)

1)___10,000 or less
2)___$10,001 to $20,000
3)___$20,001 to $30,000
4)___$30,001 to $40,000
5)___$40,001 to $50,000
6)___50,001 to 70,000
7)___$70,001 to $100,000
8)___Over $100,000
9)___No response
0)___Don't know

V. Thank you sharing your opinions and time with me. They will be very helpful to Wake Forest as it seeks to improve it program for alumni. Thank you and good bye.

144

A MODEL QUESTIONNAIRE
DEVELOPED FOR SEVERAL INSTITUTIONS

The letter and questionnaire that follow deserve a word of special explanation. The attached version, used at Mount Saint Mary's College in Emmitsburg, Maryland, has been developed by Thompson and Pendel Associates in consulting with several clients. Results from the questionnaire can provide valuable biographical and attitudinal information, but you should use such an instrument only if you do so with adequate preparation.

According to David M. Thompson and Mary Pendel, partners in the firm, distributing and tabulating a questionnaire like this, which is sent to every alumnus, can be expensive. You should take care beforehand to involve relevant campus offices--president's office, academic affairs, student life, admissions, financial aid, placement, computer center, and so on--as well as advancement offices. If you don't, you may wind up with valuable masses of data that are not used because these offices were not planning on it, the data are not in a form that meets their needs, or your computer program will not allow you to input and access the data effectively.

This questionnaire, as you will see, involves a number of open-ended questions. They are designed not so much to find out what "the alumni think," although this is a useful result, but to find out how certain individuals react. "In development, we're not always looking for gross numbers; we're compiling complex dossiers on individuals," says Pendel.

At the same time, she points out that a survey of this type may turn up apprehensions or misconceptions about the school, college, or university that institutional advancement professionals "can work actively to change." And it may reveal strengths of the institution that can be incorporated into its case statement and used in person-to-person contacts with donors, prospective students, and others.

Clients of Thompson and Pendel Associates have received response rates of from 35 to 64 percent by using a covering letter from a prestigious college figure, usually the president. The letter stresses the importance of the survey project and shows alumni the wide use that will be made of the information; this encourages them to complete the questionnaire.

If you have questions about the development or use of this questionnaire, contact the firm at 911 South 26th Place, Arlington, VA 22202. Telephone: (703) 684-7773.

Mount Saint Mary's College
Emmitsburg, Maryland 21727
TEL. (301) 447-6122

Mount Saint Mary's College
175th Anniversary
1808 - 1983
a celebration of values

OFFICE OF THE PRESIDENT

Dear Mount Alumnus:

On December 8, 1982, Mount Saint Mary's officially began the celebration of its 175th Anniversary. It goes without saying that this is a very special and auspicious occasion in the distinguished history of your Alma Mater. I sincerely hope that you will be able to attend one of the many events planned during the year marking this celebration.

As you are undoubtedly aware, Mount Saint Mary's continues to be involved in full-scale institutional planning which will serve us well in the years ahead and which will provide us with a sound Master Plan and Case Statement. All of this is part of a serious effort to plan as carefully as we can for the future, to measure our strengths and make them even stronger, and to assess our weaknesses and correct them.

Identifying one's strengths and weaknesses is never an easy task, but as an alumnus of the Mount you can help in a special way.

Coincident with our 175th and our planning for the future, Mount Saint Mary's recently began preparation for our accreditation review in the spring of 1985 by the Middle States Association of Schools and Colleges.

In order to have the soundest possible basis for our planning, for our accreditation review, and for meeting the challenges which lie ahead, we have prepared the enclosed questionnaire for our alumni. Granted, the questionnaire is rather lengthy and detailed; your responses are nonetheless of great importance to us. The results of the questionnaire will be made known to you in an upcoming Mountaineer Briefing and an updated alumni directory.

Let me ask you please to complete the questionnaire and return it in the self-addressed, pre-paid envelope. Mount Saint Mary's needs your ideas, assistance, and special participation at this important juncture in its history.

Sincerely,

President

Enclosure

146

# MOUNT SAINT MARY'S
# ALUMNI QUESTIONNAIRE

1. NAME: Full Legal Name _____

   Name When Entered Mount Saint Mary's (e.g., Maiden Name) _____

   Preferred Mailing Name _____

2. HOME ADDRESS: _____

   _____ Zip Code: _____

   Preferred Mailing Address _____

   _____ Zip Code: _____

3. HOME TELEPHONE: ( ) _____
   Area Code

4. SEX: ( ) Male ( ) Female 5. DATE OF BIRTH: _____

6. MARITAL STATUS: ( ) Single ( ) Married ( ) Divorced ( ) Widowed ( ) Separated

7. PREFERRED TITLE: ( ) Mr. ( ) Mrs. ( ) Miss ( ) Ms. ( ) Dr.

   ( ) Other (Please specify) _____

8. MILITARY SERVICE: Branch _____ Years of Service _____ Highest Rank _____

   _____ Commendations/Citations _____

   _____

9. RELIGIOUS AFFILIATION: _____

10. SOCIAL SECURITY NUMBER: _____

CAREER INFORMATION

11. CAREER STATUS: ( ) 1. Employed full-time ( ) 2. Employed part-time ( ) 3. Retired ( ) 4. Volunteer
    ( ) 5. Self-employed ( ) 6. Homemaker ( ) 7. Not employed
    If you checked number 1-5, complete the following information:

12. DESCRIPTIVE TITLE OF POSITION: _____

13. EMPLOYER OR VOLUNTEER ORGANIZATION: _____

14. BUSINESS ADDRESS: _____

    _____

15. BUSINESS TELEPHONE: ( ) _____
    Area Code

16. IS YOUR COMPANY A MATCHING GIFT EMPLOYER? ( ) Yes ( ) No

EDUCATIONAL INFORMATION

Mount Saint Mary's Undergraduate Attendance:

17. YEAR OF GRADUATION: _____ 18. DEGREE: _____

19. MAJOR FIELD OF STUDY: _____ 20. MINOR FIELD OF STUDY: _____

21. IF YOU DID NOT GRADUATE FROM MOUNT SAINT MARY'S, WHAT WAS THE MAIN REASON?
    ( ) Financial ( ) Entered Professional School ( ) Transferred to Another College ( ) Shortage of Academic Credits ( ) Changed Major Field of Study ( ) Other (Please explain) _____

22. WHAT IS YOUR PREFERRED CLASS YEAR: _____

23. WHAT PERCENTAGE OF YOUR EDUCATIONAL EXPENSES WERE PAID THROUGH FINANCIAL ASSISTANCE? _____

    Method: (Please check all that apply)

    ( ) G.I. Bill Benefits
    ( ) Social Security Benefits
    ( ) Federal Grant (Specify) _____
    ( ) State Grant (Specify) _____
    ( ) Student Loan (Specify, federal, state etc.) _____
    _____
    ( ) Parent Loan for Undergraduate Students
    ( ) Work-Study Awards
    ( ) Academic Scholarships (Specify Mount Saint Mary's or other) _____
    ( ) Athletic Scholarships (Specify Sport) _____

24. IF YOU RECEIVED A STUDENT LOAN, DO YOU HAVE ANY QUESTIONS REGARDING PAYMENT?
( ) Yes ( ) No
25. IF YOU DO HAVE QUESTIONS, WOULD YOU LIKE ASSISTANCE FROM THE MOUNT SAINT MARY'S FINANCIAL AID OFFICE? ( ) Yes ( ) No

Mount Saint Mary's Prep School Attendance:

26. YEAR OF GRADUATION: _____ 27. PREFERRED CLASS YEAR _____
28. IF YOU DID NOT GRADUATE FROM THE MOUNT PREP SCHOOL, WHAT WAS THE MAIN REASON?
( ) Financial ( ) Transferred to Another School ( ) Other (Please explain) _____
29. YEARS OF ATTENDANCE AT MOUNT SAINT MARY'S (Please indicate all time periods e.g. Freshman 1966–67; Sophomore 1967–68 etc.)

| College | | Prep School | |
|---|---|---|---|
| Freshman | _____ | Freshman | _____ |
| Sophomore | _____ | Sophomore | _____ |
| Junior | _____ | Junior | _____ |
| Senior | _____ | Senior | _____ |

30. ACTIVITIES AT MOUNT SAINT MARY'S: (Organizational Memberships, Leadership Roles, Honors, Awards, etc.)

_____

_____

31. IF YOU PARTICIPATED IN ATHLETICS, PLEASE SPECIFY WHICH ONES: _____

_____

32. OTHER EDUCATION, INCLUDING POST GRADUATE STUDY:

| Institution | Degree Conferred | Year, If Conferred | Major/Field |
|---|---|---|---|
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |

33. LIST PROFESSIONAL CERTIFICATION AND YEAR RECEIVED: (Example C.P.A., C.L.U., R.N., etc.)

_____

_____

ORGANIZATIONAL ACTIVITIES

34. LIST MEMBERSHIPS AND ROLES IN *COMMUNITY AND RELIGIOUS* ORGANIZATIONS: (Examples: Chamber of Commerce, Knights of Columbus, etc.)

_____

_____

35. LIST MEMBERSHIP AND ROLES IN *PROFESSIONAL* ORGANIZATIONS (Examples: American Bar Association, American Medical Association, etc.) _____

_____

_____

36. LIST MEMBERSHIPS ON ANY BOARD OF DIRECTORS IN *PROFIT OR NON-PROFIT* ORGANIZATIONS (Example: Local bank, Church council, Local hospital, etc.) _____

_____

_____

37. LIST HONORS OR AWARDS YOU HAVE RECEIVED: (Example: Who's Who in the South 1981, Outstanding Young Women of America 1982, Man or Woman of the Year, etc.) _____

_____

_____

38. LIST ANY PUBLICATIONS, INCLUDING TITLE, DATE OF PUBLICATION AND PUBLISHER: (Example: Books, Articles, etc.) _____

39. LIST YOUR LEISURE TIME ACTIVITIES, HOBBIES AND SPORTS INTERESTS: _____

SPOUSE'S INFORMATION: If married, complete the following information whether your spouse is living or deceased.

40. FULL NAME OF SPOUSE: _____

41. SPOUSE'S DATE OF BIRTH: _____

42. IS YOUR SPOUSE ( ) Living ( ) Deceased

43. LIST SPOUSE'S EDUCATIONAL INFORMATION:

| Institution | Degree, if Conferred | Year, if Conferred | Major/Field |
|---|---|---|---|
| | | | |
| | | | |
| | | | |

44. SPOUSE'S CAREER STATUS: ( ) 1. Employed Full-time ( ) 2. Employed Part-time ( ) 3. Retired ( ) 4. Volunteer ( ) 5. Self-employed ( ) 6. Housewife ( ) 7. Not Employed
If you checked numbers 1-5, please complete the following information:

45. TITLE OF POSITION: _____

46. EMPLOYER OR VOLUNTEER ORGANIZATION: _____

47. BUSINESS ADDRESS: _____

48. IS YOUR SPOUSE'S COMPANY A MATCHING GIFT COMPANY? ( ) Yes ( ) No

49. SPOUSE'S PROFESSIONAL CERTIFICATION: (Example: C.P.A., C.L.U., R.N. etc.) _____

50. SPOUSE'S *COMMUNITY, PROFESSIONAL AND RELIGIOUS* ORGANIZATIONS/ACTIVITIES: (Example: President, Chamber of Commerce, American Bar Association, etc.) _____

51. SPOUSE'S BOARD OF DIRECTOR MEMBERSHIPS IN *PROFIT AND NON-PROFIT* ORGANIZATIONS: (Example: Local bank, Church council, etc.) _____

FAMILY INFORMATION

52. CHILDREN: Give the following information for all your children, if applicable.

| Name(s): | Date of Birth | Sex | Name of School | Grade |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

53. GRANDCHILDREN: Give the following information on your grandchildren, if applicable.

| | Date of Birth | Sex | Parent | Name of School | Grade |
|---|---|---|---|---|---|
| Name _____ | _____ | ____ | _____ | _____ | ____ |
| Address _____ | | | | | |
| _____ | | | | | |
| Name _____ | _____ | ____ | _____ | _____ | ____ |
| Address _____ | | | | | |
| _____ | | | | | |
| Name _____ | _____ | ____ | _____ | _____ | ____ |
| Address _____ | | | | | |
| _____ | | | | | |
| Name _____ | _____ | ____ | _____ | _____ | ____ |
| Address _____ | | | | | |
| _____ | | | | | |

54. LIST ANY PARENTS OR RELATIVES WHO HAVE ATTENDED MOUNT SAINT MARY'S:

| Name | Relationship | Current Address | Years Attended (if known) |
|---|---|---|---|
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |

ADDITIONAL INFORMATION

55. WHY DID YOU CHOOSE MOUNT SAINT MARY'S?

_____

_____

56. IN WHAT AREAS DID MOUNT SAINT MARY'S EXCEL IN PREPARING YOU FOR LIFE?

_____

_____

57. WHAT HAS BEEN THE MOST VALUABLE AREA OF YOUR MOUNT SAINT MARY'S EDUCATION, AND WHY?

_____

_____

58. WHAT HAS BEEN THE LEAST VALUABLE AREA OF YOUR MOUNT SAINT MARY'S EDUCATION, AND WHY?

_____

_____

59. WHAT THINGS WOULD YOU LIKE TO HAVE SEEN CHANGED IN YOUR EDUCATION AT MOUNT SAINT MARY'S, AND WHY?

_____

_____

60. WHAT CAMPUS RESOURCES WERE OF GREATEST VALUE TO YOU? (e.g. Library, Career Development, Counseling Center, etc.)

_____

_____

61. RATE YOUR GENERAL FEELINGS ABOUT THE ACADEMIC EDUCATION YOU RECEIVED AT MOUNT SAINT MARY'S. ( ) Excellent ( ) Good ( ) Fair ( ) Poor Please explain your answer:

_____ 150

_____

62. RATE YOUR GENERAL FEELING ABOUT THE ENVIRONMENT AT MOUNT SAINT MARY'S FOR PERSONAL AND PROFESSIONAL DEVELOPMENT.
( ) Excellent ( ) Good ( ) Fair ( ) Poor Please explain your answer:

63. DID MOUNT SAINT MARY'S ASSIST IN YOUR DEVELOPMENT OF A BETTER UNDERSTANDING OF CATHOLICISM: ( ) Yes ( ) No Please explain:

64. RATE YOUR GENERAL FEELING ABOUT THE PHYSICAL PLANT.
( ) Excellent ( ) Good ( ) Fair ( ) Poor Please explain your answer:

65. WHAT AREAS OF THE PHYSICAL PLANT DO YOU BELIEVE ARE IN NEED OF IMPROVEMENT?

66. WHAT IS YOUR CURRENT IMPRESSION OF MOUNT SAINT MARY'S?

67. HOW STRONG AN ACADEMIC PROGRAM DO YOU FEEL MOUNT SAINT MARY'S HAS NOW?

68. WHAT ARE YOUR HOPES FOR MOUNT SAINT MARY'S IN THE FUTURE?

69. WITHIN THE LAST FIVE YEARS, CHECK WHICH OF THE FOLLOWING YOU HAVE DONE IN RELATION TO MOUNT SAINT MARY'S:

( ) Attended a class reunion on-campus
( ) Attended a class reunion off-campus
( ) Attended an on-campus social event
( ) Attended an on-campus lecture or concert
( ) Attended an off-campus Mount Saint Mary's non-alumni activity (i.e., sports event, etc.)
( ) Attended an off-campus alumni activity (e.g. chapter dinner)
( ) Served as an alumni officer
( ) Served as an alumni volunteer (e.g. Admissions representative)
( ) Served as a class representative
( ) Contributed to Annual Alumni Giving
( ) Contributed to other Mount Saint Mary's funds (e.g. Mount Club, President's Pride)
( ) Spoken to a prospective student about Mount Saint Mary's
( ) Visited campus
( ) Attended a class offered by Mount Saint Mary's
( ) Assisted with Career Development efforts
( ) Introduced a prospective donor to Mount Saint Mary's

70. IN THE NEXT FIVE YEARS, CHECK WHICH OF THE FOLLOWING YOU WOULD BE INTERESTED IN DOING:

( ) Attend a class reunion on campus
( ) Attend an on-campus event (e.g. lecture.)
( ) Attend an off-campus Mount Saint Mary's non-alumni activity (e.g. sports event)
( ) Attend an off-campus alumni activity (e.g. Chapter dinner)
( ) Serve as an alumni officer
( ) Serve as an alumni volunteer
( ) Help rejuvenate an existing alumni chapter
( ) Serve as class representative
( ) Contribute to Annual Alumni Giving
( ) Contribute to other Mount Saint Mary's funds
( ) Contribute to a Capital Campaign
( ) Introduce a prospective donor to Mount Saint Mary's
( ) Speak to prospective students about Mount Saint Mary's
( ) Help a prospective student be admitted to Mount Saint Mary's
( ) Serve as a Mount Saint Mary's representative at a College Fair Program
( ) Contact students who have been accepted at Mount Saint Mary's
( ) Visit campus
( ) Attend classes offered by Mount Saint Mary's
( ) Assist with internship programs

71. IF YOU HAVE NOT BEEN ACTIVE IN ALUMNI ACTIVITIES, PLEASE STATE WHY:

_____

72. IN GENERAL, HOW WOULD YOU RATE MOUNT SAINT MARY'S IN THE AREA OF KEEPING ALUMNI INFORMED? ( ) Excellent ( ) Good ( ) Fair ( ) Poor

73. WHAT IS YOUR BEST SOURCE OF INFORMATION ABOUT MOUNT SAINT MARY'S: (Please rate your top three sources)

( ) "Mountaineer Briefing"
( ) President's Report
( ) Letter or flyers from the College
( ) The public press
( ) Word of mouth from other alumni
( ) Word of mouth from Mount Saint Mary's students
( ) Other (specify) _____

74. DO YOU READ MATERIAL SENT TO YOU BY MOUNT SAINT MARY'S? ( ) Yes ( ) No

75. DO YOU WISH TO REMAIN ON THE MAILING LIST?
( ) Yes ( ) No If no, please comment: _____

_____

76. WOULD YOU LIKE TO RECEIVE MORE INFORMATION ABOUT THE COLLEGE? _____
If so, please check types of information:

( ) On-campus events
( ) Off-campus College events
( ) Faculty updates
( ) Development news
( ) Career Development
( ) Athletic activities
( ) Current academic programs (e.g. undergraduate, MBA, etc.) Please specify _____

77. WHAT TYPES OF PROGRAMS WOULD YOU PREFER THE ALUMNI ASSOCIATION TO SPONSOR?

( ) Activities involving faculty members
( ) Activities involving administration members
( ) Class reunions
( ) Cultural events on campus
( ) Tour programs
( ) Intellectual and cultural events in your local area
( ) Social events in your local area
( ) Weekday ( ) Daytime ( ) Weekend
( ) Evening
( ) Career or Professional Workshops
( ) on campus ( ) elsewhere
( ) Professional update
( ) Other on-campus activities (Please specify)
_____
( ) Other off-campus activities (Please specify)
_____

78. DO YOU KEEP IN CONTACT REGULARLY WITH CLASSMATES? _____ If so, who? _____

_____

79. HOW DO YOU FEEL ABOUT BEING AN ALUMNA/ALUMNUS OF MOUNT SAINT MARY'S?
( ) Extremely proud ( ) Proud ( ) Ambivalent ( ) Regretful

80. WOULD YOU SEND YOUR CHILDREN TO MOUNT SAINT MARY'S?
( ) Yes ( ) No If no, please explain _____

_____

81. WHAT INCOME RANGE MOST CLEARLY APPROXIMATES YOUR *FAMILY'S TOTAL INCOME* FOR THE LAST CALENDAR YEAR?

( ) $ 5,000-10,000 ( ) $20,000-29,999 ( ) $40,000-49,999 ( ) $ 75,000-99,999
( ) $10,000-19,999 ( ) $30,000-39,999 ( ) $50,000-74,999 ( ) $100,000-and up

82. HAVE YOU PROVIDED FOR MOUNT SAINT MARY'S IN YOUR ESTATE PLANNING OR WILL? _____
If not, would you be open to considering some provision for Mount Saint Mary's in your estate planning or will? ____

_____

83. IF SHOWN A CONVINCING CASE, WOULD YOU CONSIDER A CAPITAL OR SPECIAL GIFT OVER AND ABOVE A GIFT TO THE ANNUAL FUND? _____

84. DO YOU HAVE ANY PERSONAL CONTACTS WITH DIRECTORS AND/OR OFFICES OF PRIVATE FOUNDATIONS OR CORPORATIONS? ( ) Yes ( ) No

85. IF YES, WOULD YOU BE WILLING TO HELP MOUNT SAINT MARY'S IN APPLYING FOR A GRANT?
( ) Yes ( ) No

86. WHICH MEMBER OF THE FACULTY OR STAFF HAD THE MOST INFLUENCE ON YOU WHILE YOU WERE AT MOUNT SAINT MARY'S _____

87. HAVE YOU KEPT, OR DID YOU KEEP, IN CONTACT WITH THIS PERSON? _____

88. DESCRIBE HOW THIS INDIVIDUAL INFLUENCED YOU: _____

_____

152

_____

# Part IV: Reporting the Results

# CSPP Alumni Where Are They Now?

This report is based on the survey that appears on page 63 of this handbook.

--They probably live in California.
--They are licensed psychologists.
--They earn a household income ranging from $25,000 to $55,000.
--They work in two or more settings - one of them private practice.
--They deliver individual therapy during the majority of their work hours.
--They most often describe their theoretical approach as psychodynamic or eclectic.

"They" are the 799 alumni who responded to a schoolwide alumni survey administered by the California School of Professional Psychology during May and June 1981. The mail survey was sent to all 1980 and earlier graduates holding terminal degrees from the school's four campuses. Sixty-four percent of all alumni responded; among Ph.D. graduates, the response rate was 69%.

Since 95% of the survey responses received were from Ph.D. graduates and over 90% of the school's alumni are Ph.D. holders, this report on survey data refers exclusively to Ph.D. respondents.

## At the workplace

For CSPP graduates, private practice appears to be a critical part of professional life. Twenty-four percent indicated that they spent at least 50% of their work time in a private, profit setting. Another 17% specified an "other" response to mean private practice. Other settings in which respondents spent at least 50% of their work time lean heavily toward private non-profit clinics (15% of respondents), community mental health centers (13%), local hospitals (7%), and colleges or universities (7%), with less emphasis on state hospitals (4%), federal civil service or military (4%), community agencies (3%), local school districts (3%), corrections or probation (2%), and business and industry (1%).

Alumni of the Berkeley, Los Angeles, and San Diego campuses closely paralleled these schoolwide statistics. Fresno alumni, however, indicated that community mental health centers were their predominant place of employment (28%), followed by private non-profit clinics (20%), private profit clinics (14%), other (9%), and state hospitals (7%). No significant differences were evident between the work settings of male or female graduates.

Non-profit settings appear to attract increasingly large numbers of recent graduates. Post-1974 classes indicated a successively greater employment in private, non-profit clinics, to the point where Class of 1980 respondents indicated an equal percent (17%) of employment in private non-profit and private profit clinics.

CSPP alumni displayed an entrepreneurial approach to combining job activities. More than 57% of all respondents worked in two or more settings; 16% worked in three or more settings. While each campus alumni body closely followed this schoolwide trend, male respondents indicated a higher percentage of two or more work settings (61%) than did women (50%).

## Services provided

Individual therapy is by far the most popular type of practice among CSPP alumni, the survey shows. Fifty-eight percent indicated they devoted 30% or more of their work time to individual therapy. Other common services were family and couples therapy (11%) and assessment (11%). Less frequently cited services to which alumni devoted 30% or more of their work time included consultation (5%), administration (5%), teaching (3%), group therapy (2%), supervision (2%), and research (1%).

A higher percent of women respondents (64%) than men (52%), indicated that 30% or more of their time was devoted to individual therapy; however, individual therapy, family and couples therapy, and assessment were the top three services rendered by both sexes.

While graduates of all four campuses were most heavily involved in individual therapy, Fresno and Los Angeles graduates registered family and couples therapy as the second most delivered service (17% and 11% respectively), while Berkeley and San Diego graduates registered assessment in the number two position (12% and 15% respectively).

Each class of graduates followed the schoolwide pattern of responses. Notable exceptions include the teaching services provided by Class of 1973 graduates (7% devote 30% or more of their time to teaching); the administration services provided by the Classes of 1976 and 1978 (8% and 9% respectively), and the consultation services provided by the Class of 1979 (9%).

Most respondents' work days involved the delivery of multiple services. Schoolwide, 88% of the respondents delivered three or more types of services, 75% delivered four or more; 53% delivered five or more; 32% delivered six or more; and 18% delivered seven or more.

Graduates of the CSPP-Fresno delivered the most types of services (72% of respondents delivered five or more) followed by San Diego (54%), Berkeley (52%), and Los Angeles (45%). This phenomenon fact no doubt relates to the fact that greater numbers of Fresno graduates work in community mental health centers than other graduates. Male graduates reported delivering more types of services in their jobs than female graduates: 91% of male respondents delivered three or more services, compared to 84% of the women respondents.

## Theoretical approach

When asked to identify their theoretical approach to professional practice - alumni most frequently identified psychodynamic (34%), eclectic (16%), psychoanalytic (10%), and humanistic (10%). While individual campus responses followed this trend, Fresno and San Diego graduates also cited social-learning in significant numbers (13% and 11% respectively).

Both men and women registered psychodynamic and eclectic as their two primary theoretical orientations. However, the third most frequent response from women was psychoanalytic (13%), whereas the third most frequent male response was social-learning (10%).

Throughout the classes, psychodynamic proved the most frequently cited approach and eclectic figured prominently in each class. A psychoanalytic approach also was cited by sizeable numbers of recent graduates: 1980 (11%), 1979 (2%), 1978 (12%), 1977 (11%). A behavior modification approach was mentioned frequently by the Classes of 1979 (11%) and 1978 (10%), as was an existential approach by the Classes of 1977 (12%), 1976 (11%), 1974 (13%), 1973 (14%), 1972 (10%), and 1971 (20%). The Classes of 1977 (10%), 1975 (12%) and 1978 (20%) indicated a significant social learning orientation. At least 10% of respondents from all classes except 1971 and 1977-79 mentioned a humanistic approach.

## Credentialing

Seventy-five percent of the 631 respondents eligible for licensure (1979 and prior graduates) were licensed in one or more states. Los Angeles respondents were licensed in greatest numbers - 80%; 73% of both the Berkeley and San Diego respondents were licensed, as were 68% of those from Fresno. On a class year basis, 74 or more percent of each class were licensed except for the Class of 1979 of which only 45% were licensed at the time of the survey.

The greatest percentage of respondents (41%) gained licensure within 13-18 months of graduation. Of the remainder, 15% were licensed in 12 months or less, 23% in 19-24 months, and 21% in 25 months or more. Number of months to licensure varied considerably among the four campuses, ranging from 65% of Fresno alumni receiving licensure within 18 months of graduation to only 47% of Los Angeles alumni receiving licensure within the same period. Thus, while a greater percent of Los Angeles campus graduates are licensed, they appear to take longer to gain that licensure than other graduates.

Schoolwide, 81% of the respondents were licensed in California and 24% were licensed outside of California. (The total tallies more than 100% since some hold multiple in-state/out-of-state licensure.) Licensure figures for Berkeley and Los Angeles alumni closely parallel these schoolwide figures with 90% and 88% respectively licensed in state and 16% licensed out of state at both campuses. However, a significantly greater number of San Diego and Fresno alumni are licensed out of state; 39% are licensed out of state vs. 70% in state from San Diego, and a full 50% (vs. 56% in state) of Fresno alumni are licensed out of state.

Male respondents indicated a slightly higher rate of licensure than female graduates. Of 1979 and earlier graduates, 76% of the male respondents and 73% of the female respondents were licensed.

Licensure does appear to have a predictable correllation to professional memberships. Of the licensed respondents, 86% belonged to one or more professional organization with 63% belonging to two or more. Of the unlicensed respondents, the percentages were lower, 65% and 30% respectively.

Likewise, licensure does seem to have a bearing on household income. Only 38% of the licensed respondents had household incomes under $35,000, whereas the comparable figure for unlicensed graduates was 66%. Forty-five percent of licensed respondents had household incomes of $35,000 - $64,999 compared to 26% of unlicensed respondents. And while 17% of licensed respondents earned $65,000 and over, only 8% of unlicensed respondents had household incomes in this range.

## Earning power

CSPP alumni household incomes appear healthy. The most significant percentage (48%) income distribution among respondents falls in the $25,000 to $54,999 range. Twenty-five percent earn under $25,000, while 12% earn from $55,000 to $84,999 and 6% earn $85,000 and over. Los Angeles respondents proved most well to do (34% have household incomes of $55,000 and over), followed by San Diego (18%), Berkeley (16%), and Fresno (7%). Male and female earners proved to be approximately equal in earning power. Women graduates, however, showed a higher percentage figure at both high and low ends of the salary scale whereas male graduates fell more predominantly in the middle ranges.

Surprisingly, aside from the two most recent graduating classes (1979 and 1980), date of graduation does not appear to have a substantial influence on household income.

## A representative sample?

The questionnaire returns received are representative of the total CSPP alumni body by several measures. Of the returns, 35% are from Berkeley alumni, 13% are from Fresno alumni, 30% are from Los Angeles alumni, and 22% are from San Diego alumni. This closely corresponds with the campus distribution of all CSPP alumni - 35% Berkeley, 11% Fresno, 31% Los Angeles, and 23% San Diego.

Each campus' percentage return also was within close range of the overall average (69%), with Fresno high at 78%, Los Angeles at 71%, Berkeley at 69%, and San Diego at 62%.

Geographic distribution of respondents also was closely in line with overall alumni statistics. Of the respondents, 77% lived in California and 23% lived out of state, compared to a 75%/25% distribution among all CSPP Ph.D. graduates. Similarly, a breakdown of the responses by sex closely paralleled the sex distribution of all CSPP Ph.D. graduates with a 60% male/40% female alumni body and a 61% male/39% female survey return. On an individual campus basis, responses also were highly representative. Generally responses were representative on a class year basis as well. More than 60% of the members of each class responded to the survey.

## Staying involved

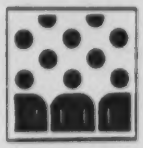
Despite CSPP's professional training model which combines research and clinical training, CSPP graduates appear less active researchers than clinicians. Schoolwide, only 30% of the respondents indicate one or more ongoing research interests. San Diego alumni proved most research-oriented (40%), followed by Berkeley (35%), Fresno (27%), and Los Angeles (20%).

Absence from an academic environment tends to lower graduates' likelihood of engaging in research, according to survey results. More than one third (34%) of those conducting research were 1979 and 1980 graduates; a full 79% were post-1976 graduates.

Alumni do, however, show an active interest in continuing their professional education. More than three quarters of the respondents (79 %) indicated they had taken at least one continuing education course since graduating. Topics ranged from pragmatic business-oriented aspects of private practice to dreams and imagery. Quite naturally, sex therapy proved the course most frequently taken by alumni (14.1%), because it is required for licensure in California. Other popular subject areas included family therapy (9.2%), hypnotherapy (8.4%) neuropsychology (7.3%), borderline disorders (5.3%), DSM III (4.9%), and child-related courses (4%)

Alumni suggestions for the courses they believe that CSPP should offer on a continuing education basis more closely parallel their suggestions for courses that should be incorporated into the CSPP curriculum than the continuing education courses they had actually taken. Top scoring course areas included private practice issues (9.2%), current trends in treatment and research (8.3%), forensic and legal issues (7.5%), assessment (6.6%), professional issues (4.7%), neuropsychology (4.7%), and family and couples therapy (4.3%).

## Joiner instincts



Professional memberships play a significant role in the lives of CSPP alumni. Seventy-eight percent belong to one or more professional organizations, 51% belong to two or more, and 25% belong to three or more. Not surprisingly, the percentage of participation was inversely proportionate to the recentness of graduation.

Los Angeles alumni showed the highest percentage involvement in professional organizations (85%) followed by Fresno (81%), San Diego (79%), and Berkeley (69%). Male respondents cited a higher participation level in one or more organizations (81%) than did female respondents (74%).

The American Psychological Association was the professional organization of choice for 62% of the sample. Another 46% belonged to their state psychological association, 26% belonged to a regional psychological association and 26% belonged to other profession-related groups. Los Angeles graduates proved the most active joiners of APA and state psychological associations (70% and 55% respectively), while Berkeley alumni proved the least active (50% and 37% respectively). Los Angeles alumni likewise were most likely to hold multiple memberships (59%) and Berkeley alumni appeared least likely (only 41%).

Few CSPP alumni seem to have attained such professionally recognized honors as being named an APA fellow or an ABPP diplomat. A total of four respondents (1 at Berkeley, 3 at Los Angeles, 1 at San Diego) are APA fellows; four graduates - all of them Berkeley alumni - are ABPP diplomats.

# Who are the Alumni?

**Is the Hopkins graduate a loner, as is often said? Does he or she tend to be conservative? What does he think of his Hopkins education? The Magazine sent a short anonymous questionnaire to members of the undergraduate Class of 1949 to get some rough answers. If alumni of other classes would care to fill out the questionnaire—before reading the results—we have made it possible. Just look for the bold black patches.**

By Elise Hancock

# '49

The questionnaire was mailed in late February to the 490 persons on the Forty-Niner Homecoming mailing list. That class was selected because they could be interviewed in numbers at their 25th Homecoming and are at a reflective stage of life.

Because some of the questions are very personal, we asked that returns be anonymous; no follow-up mailing was attempted; and we refrained from asking any questions by which an individual alumnus' questionnaire could conceivably be identified. Therefore there is a great deal that we don't know. What we do know, however, is enough, as consultant Park Dietz said wistfully, to make a 200-page monograph. The analysis that follows is an abbreviated version of that possibility. Technical details about data and analytic methods are available on request. It should be noted that although a few women were admitted in this class, we assume our respondents are male.

**Most of these questions can be answered with a checkmark or by circling yes, no, or a number. Please disregard the extra numbers. They are only to aid in the IBM tabulation of your answers.**

**1-2. Please circle the occupational code below which best describes your work.**

**AC Accounting, Auditing**
**AP Advertising, Public Relations**
**AS Armed Services**
**AT Architecture**
**B Business**
**BK Banking, Brokerage**
**CA Creative Arts**
**CN Construction**
**CS Computer Services**
**D Dentistry**
**E Education**
**Educational Administration:**
**EG Grade School**
**EH High School**
**EU University/College**
**EN Engineering**
**F Farming, Ranching, Forestry**
**Government Service:**
**GL Local**
**GS State**
**GF Federal**
**GO Foreign**
**H Homemaking**
**HS Health Services**
**I Insurance**
**L Law, Judiciary**
**LM Library, Museums**
**MN Manufacturing**
**MA Medical School**
**MP Medicine—Private Practice**
**MR Medical Research**
**MS Merchandising, Retailing**
**N Nursing**
**PE Personnel Work**
**PH Public Health**
**PU Public Utilities**
**P Publishing, Journalism**
**R Real Estate**
**RA Radio, Television**
**RE Religion, Ministry**
**RS Research**
**RT Retired**
**S Student**
**SC Secretarial, Clerical**
**SS Social Service**
**TR Transportation**
**Other** _____
**(please specify)**

157



© 1974 Johns Hopkins Magazine; reprinted by permission.

**3. Were you in the Armed Services during World War II?**
**(1) yes (2) no**

OF THE 216 Forty-Niners who responded to the questionnaire before the May 11 Homecoming, 70.4 per cent are veterans of World War II, which presumably means they came through Hopkins on the GI Bill.

The group fell into four major occupational clumps. Forty-two are in business and manufacturing; 58 are engineers; 30 are in medicine; and 19 are educators. We heard from 9 in government service (local, state, or federal); 7 in health services; 6 in research; 4 each in advertising or public relations, computer services, merchandising or retailing, and in "other" fields; our figures show 3 Forty-Niners each in accounting, banking or brokerage, construction, insurance, law, personnel work, or in the ministry. Two are in public utilities and 2 in publishing and journalism, and there are one each in the following categories: armed services, creative arts, public health, and real estate.

**4. Did you find your experience at Hopkins (please check the most appropriate answer)**

**_____(1) essential aid to my professional career**
**_____(2) important help to my professional career**
**_____(3) irrelevant to my professional career**
**_____(4) detrimental to my professional career**

**5. Did you find your experience at Hopkins**

**_____(1) essential aid to my personal development**
**_____(2) important help to my personal development**
**_____(3) irrelevant to my personal development**
**_____(4) detrimental to my personal development**

**6. Your Grade Point Average at Hopkins was closest to**
**(1) A (2) B (3) C (4) D**

IF WE assume as a given—which seems legitimate—that any Forty-Niners who were wretched and/or failures at Hopkins did not even bother to open the envelope, then it is scarcely surprising that 54.6 per cent of respondents said Hopkins was an essential aid to their professional careers; 34.7 per cent found it important; 9.3 per cent found it irrelevant; and 0.9 per cent (two respondents) had found it detrimental. Businessmen and manufacturers were the least likely to have found their Hopkins education essential.

With regard to personal development, responses were less glowing. Only 18.5 per cent had found Hopkins essential, although 62.5 per cent found it important; 15.3 per cent called it irrelevant; and 3.2 per cent found it detrimental.

Thirteen per cent of respondents remember their average as closest to A; 54.6 per cent said closest to B; 29.6 per cent got Cs; 1.4 per cent remembered themselves as D students; and 1.4 per cent did not answer the question. As one man said to me at Homecoming, "I just couldn't remember. Does it matter?"

It may not. But alumni who remembered themselves as having had high grades were correspondingly likely to say Hopkins had been an essential aid to professional development. (The correlation was so strong, in fact, that it could only occur by chance less than two times in a thousand.) Alumni who reported Hopkins as important professionally were also more likely to have found it a personal help, and grade point average also correlated with the importance of Hopkins to personal development.

There are several possibilities. One may be politely phrased—since the 1949 *Hullabaloo* makes jesting reference to "the inevitable Cs"—by saying that memory does strange things. It's common knowledge that success-

Photographs by Eric Feinblatt

*President Steven Muller, left, and Class of '49 President Lou Koerber (also past president of the Alumni Association), at the class dinner on Saturday, May 12. This was no Punch and Judy act: President Muller was expressing his pleasure with a gift from the class, a limited-edition print of Gilman Hall by artist Martin Barry. President Koerber was expressing his pleasure at President Muller's pleasure. Both speeches were extremely short.*

*Lou Koerber, now president of Budeke's Paints in Baltimore, was the baseball captain, and also a two-time football captain at Hopkins. (But he never mentions either fact.) His 1949 Bluejays were Mason-Dixon champs and were invited to the Tangerine Bowl. With Gordon (Reds) Wolman, Koerber was awarded the Barton Cup.*

*Joseph Miller was voted the Forty-Niner with the most hair. (Hair on the face counted too, but no bearded Forty-Niners volunteered for the contest.) A pediatrician from Mississippi, Miller was among those who joked about going for another look at Blaze Stars—but didn't go. He also talked at some length about ways to make friends with children who are afraid of doctors. The Class of 1949 may joke, but they are a serious-minded group. Many of those who work with Hopkins alumni believe the institution attracts earnest, conservative students, then reinforces those qualities.*

ful experiences are remembered as happy and constructive ones, and perhaps happy experiences are remembered as successful ones. The other possibility, again, is that less successful students did not like the place and did not answer the questionnaire.

At the time the World War II veterans were flooding through American colleges, it was thought that students on the GI Bill got more out of their education than did non-veterans; that the veterans were mature, motivated, thoughtful; that they knew what they wanted and went ahead to get it. Alumni directors were happy at the thought of the loyalty these future alumni would feel toward the institution which had given them a chance at higher education.

Frankly, we had expected that the World War II veterans would now be more positive about the professional (at least) value of their Hopkins experience than would the non-veterans. But the hypothesis was false. Park Dietz, an MD-PhD graduate student who performed the computer analysis, reports (in the language of that trade) that "Respondents who had been in the Armed Services during World War II were just as likely as those who had not to indicate that the Hopkins experience had been an essential aid to their professional careers and personal development." In other words, it didn't make any difference.

Milton Roberts '48 speaking about his own experience as a veteran at Hopkins, commented, "Yes, we certainly were benefitted, but we felt we had as much to give to Hopkins as it could give to us. We had our choice where to go, put it that way."

Veterans at the '49 Homecoming talked with gratitude and pleasure about the way Hopkins had handled their presence: courses began with extensive reviewing of high school material. (Indeed, several non-veterans who had been to inferior secondary schools remarked that they never would have made it through freshman year except for these reviews intended for the vets.)

**7. What was your undergraduate field?**

_____(1) science
_____(2) applied science
_____(3) humanities
_____(4) social science
_____(5) business
_____(6) pre-med

**8. When you think about Hopkins now, which is more important?**

_____(1) social experiences
_____(2) formal educational experiences

**9. If you were choosing a college again, with all options open, would you choose Hopkins?**

(1) yes (2) no (3) uncertain
Why? _____

THE LOWER priority given to personal benefits gained at Hopkins showed up again in answers to question 8. Only 11.6 per cent—a significant number of whom are now businessmen or manufacturers—said social experiences seemed the more important now; 4.2 per cent did not answer the question; and an overwhelming 84.3 per cent valued their Hopkins life more for its formal educational experience.

These figures undoubtedly reflect the fact that Hopkins as an institution did and does emphasize academic excellence more than other kinds of excellence. We should also remember, however, that Hopkins is not a residential college and is in the middle of a large city. Many members of this particular class were married when they entered, but even the single

men owe Hopkins little for their entertainment: the city provided much of that. These men did not spend four years making friendships in cozy dormitories or in the student union of an isolated country campus; their college friendships were made in apartments or fraternities, and it seems likely that they remember their college social life as part of their personal history, not as something Hopkins gave them. In short, life at Hopkins is not like life at Dartmouth.

It also seems possible—although there is no way to prove it—that Hopkins may seem less important to personal development for these men because of the high number of veterans; they were already developed. "We were adults, not like our kids now," said one alumnus at Homecoming. "A lot of growing took place in those three years [in the service]," said Carroll Heck.

Science majors comprised 26.9 per cent of respondents; 35.2 per cent were in applied science (which includes engineering); 7.9 per cent in humanities; 3.2 per cent in social science; 11.1 per cent in business; 14.4 per cent pre-med; and 1.4 per cent did not answer the question. Nationwide, the science and engineering fields were booming after the war, and the heavy emphasis in those majors may reflect the boom. And in fact science or applied science majors were more likely than others to think Hopkins had been essential professionally. (Predictably, business majors were the least likely to say so.)

At Homecoming, most of the alumni I talked to seemed to have chosen their majors for what seemed at the time practical reasons. "How can you tell what's going to be relevant?" Harry Marcoplos asked. (He is now director of the international program at Baltimore's Calvert School.) That's why he took liberal arts: to be prepared as broadly as possible. Carroll Heck said he took industrial engineering for similar practical reasons; it seemed a good, broad field, one in which it would be easy to get a job.

Would the Forty-Niners choose Hopkins again? 36.6 per cent said yes; 28.7 per cent said no; 32.9 per cent were uncertain. 1.9 per cent did not answer. Not all the "nos" and "uncertains" reflect rejection, however. One man wrote on the questionnaire that the kind of engineering he would want to study is not now available at Hopkins; several Baltimore boys identified themselves as such and said they would now prefer to go to college out of town; several people said they would have to investigate the quality of departments at various schools before they could decide. As one would expect, alumni with higher grades were more apt to indicate they'd choose Hopkins again. Engineers as a group were least likely to say so, which undoubtedly reflects the fact that many engineering graduates are upset by the dissolution of the Engineering College as a discrete unit, and by the shift toward what they see as an impractical and over-theoretical engineering program.

*This accordionist played at the cocktail party Saturday night and at the dinner. "Somewhere, My Love," "I'm Forever Blowing Bubbles," "Beyond the Blue Horizon."*

**10. How many times have you been married? 0 1 2 3**

**11. What is your current marital status?**

**_____(1) never married and have no plans to be married in the near future**
**_____(2) never married, but have definite plans to be married soon**
**_____(3) married**
**_____(4) widowed**
**_____(5) divorced or separated**

**12. Did you plan your family?**

**(1) yes (2) no**

**13. If yes, how many children did you plan to have?**

**0 1 2 3 4 5 6 7 8 9 or more**

160

*Thaddeus Swank sees the camera. The conversation interrupted had not been about "Do You Remember"—a comparatively rare topic—but was swapping news about classmates. Ray Smith has gone back to school. Nelson Wareheim, an engineer by training, is now selling whiskey. Harry Pistel—who only played intramural lacrosse at Hopkins—is now a lacrosse coach at Maryland.*

**14. How many children do you now have?**

**0 1 2 3 4 5 6 7 8 9 or more**

THE CLASS of 1949 would appear to be marriers: 89.8 per cent are married and 81.5 per cent have been married only once. Eleven men (5.1 per cent) have never married and don't plan to any time soon; 1 respondent was planning to marry for the first time soon; 3 respondents are widowed; and 4 are divorced or separated. Of the whole group, only 11.6 per cent (25) men have been married twice. No one acknowledged marrying more than twice. Protestants were more likely than Catholics or Jews to have been married more than once.

Asked if they planned their family, 69.4 per cent said they did: 23.1 per cent said they did not; and the remainder did not reply to the question. (That high no-response undoubtedly includes the 12 never-married men.) Among the planners, the mean number of children planned was 2.45, and the mean number of children actually had was 2.25. This figure indicates either considerable efficiency or faulty memories about those long-ago plans. It is also noteworthy that 14 men who said they had planned to have two children actually had three. For the U.S. population as a whole, it is known that many couples who plan to have two children and then have two girls, will often conceive a third child in the hope that it will be a boy. That desire for a son may be what we're seeing here.

For the whole group, the average number of children was 2.73. Those whose earliest formal religious affiliation was Roman Catholic averaged 3.48 children; Protestants had 2.58 children; and Jews had 2.40 children. 11.1 per cent had four children, and 8.8 per cent had more than four (two men had 7 children).

One difficulty with this series of questions was that it did not ask about step-children, who may or may not appear in the counts. However, the skew factor is probably small.

**15-19. How much control do you feel you have over:**

| | (1) adequate | (2) slippery | (3) almost none | (4) none |
|---|---|---|---|---|
| your personal life? | _____ | _____ | _____ | _____ |
| your family's life? | _____ | _____ | _____ | _____ |
| your neighborhood? | _____ | _____ | _____ | _____ |
| your community? | _____ | _____ | _____ | _____ |
| your state? | _____ | _____ | _____ | _____ |

**20. Politically, do you consider yourself**

_____(1) extremely conservative
_____(2) conservative
_____(3) moderate
_____(4) liberal
_____(5) extremely liberal

**21-25. Please rank in order of importance to you the following sources of general information (1 = most important, 5 = least important)**

_____books
_____television
_____magazines
_____newspaper
_____word-of-mouth

AS EXPECTED, most Forty-Niners felt they had adequate control of their personal lives (86.1 per cent) and little or none in their community and state. (54.1 per cent said none or almost none in their community and 76.8 per cent said none or almost none in their state.) The larger the unit, the less control. 72.2 per cent felt they have adequate control of their family life, and 19.9 per cent think family control is "slippery." (Is it

frivolous to suggest that these may be the people with more than one teen-ager living at home?) Ten Forty-Niners felt they had almost no control of their family life. On neighborhood control, responses were more scattered: 29.6 per cent for adequate; 31.5 per cent for slippery; 28.7 for almost none; and 7.9 for none. For community: 14.8 per cent adequate, 27.8 per cent slippery, 43.5 per cent almost none, and 10.6 per cent none. Only 8.3 per cent felt they have adequate control over their state.

That question, it is only fair to admit, was a slippery one and, as some men pointed out in the margins of the questionnaire, how do you define "adequate"? But, in an era when it is often said that the individual has—and feels he has—less and less control over larger and larger forces, it seemed an interesting question to ask. It is entirely possible that twenty years ago nearly 100 per cent of these men would have said they had adequate control over at least their personal lives.

The question about sources of general information is also of dubious significance because there is nothing to compare it with. But to proceed: By modal rank, newspapers were the most favored source of information, followed by magazines, television, books, and word-of-mouth. However, looking at the number of "votes" for most important source, one gets a different order: Newspapers got 101 votes, followed by books with 46, magazines (33), television (19), and word-of-mouth (11). Books got pulled down in the modal ranking because 49 people also rated books as *least* important and 61 put it next to last. It would appear that books are either very important to a person or not important at all. (How would a younger group, raised with television, answer this question?)

Politically, 3.2 per cent of this group call themselves extremely conservative; 36.1 per cent conservative; 42.6 per cent moderate; 13.9 per cent liberal; and 1.9 per cent extremely liberal. Five individuals did not answer the question. Physicians and educators were most likely to declare themselves to be moderates, while engineers, businessmen, and manufacturers were more likely to be conservatives. However, one man's moderate is another man's raving conservative or raving liberal, depending in large part on where one lives and who one talks to; we were wary in relying on these self-classifications.

*Harry Moses is an engineer with the controversial Bay Area Rapid Transit system. A football player at Hopkins, he told me one of his professors had said, "Harry, I never yet passed a student who played football." But Harry Moses got his degree. He could be heard telling many, with pride and pleasure, about his son, who is even bigger than he and also a football player.*

**26. In your opinion, what is the single most important force in American public life today?**

_____(1) big business
_____(2) general public
_____(3) labor unions
_____(4) political process
_____(5) press
_____(6) religious groups
_____(7) some individual (who?) _____
_____(8) other (what?). _____

**27-40. In your opinion, what are the two most important issues in America today? (please check two)**

_____bureaucratization
_____crime
_____decadence
_____future shock
_____health
_____national mood of despair
_____political corruption
_____pollution
_____population growth
_____press bias
_____racial inequities
_____the economy
_____women's liberation
_____other (please specify) _____

162

*Harry Marcoplos (with Carroll Heck's wife June in the background), enjoys a talk by classmate Reds Wolman, then and now, apparently, the class wit. Wolman recalled that the 1949* Hullabaloo *had said of the class: "Many students in that period were fathers; some were bald; and most could laugh at the old hokum of graduation speakers and commencement exercises." He used that as pesting proof that the men have not changed.*

*Harry Marcoplos is director of the international program at Baltimore's Calvert School. The international program mostly involves texts and workbooks for children who must be taught at home; the children of lighthouse keepers, for instance.*

We did conclude, however, from answers to opinion questions, that the responding group as a whole can fairly be called conservative. In picking the single most important force in American public life, 34.8 per cent voted for big business; 29.6 per cent for the press; 10.6 per cent for the political process; 9.3 per cent for labor unions; and 8.8 per cent for the general public. Only one person thought religious groups were most important; one person felt a single individual was most important; five persons thought it was "other"; and 4.2 per cent did not answer the question.

Since these questionnaires were filled out well after the first round of Watergate hearings though before the impeachment hearings, it is striking that so few people thought the general public and the political process are most important forces, and particularly noticeable that only one thought an individual can move the tides of events.

In the original questionnaire, "the economy" by some oversight was not listed as a most important issue. We have substituted it here for "secondary schools-colleges," which had worried only one respondent, whereas many of the 46 votes for "other" had mentioned some aspect of the economy.

Political corruption seemed important to 82 people, a strong lead over bureaucratization (54), crime (53), decadence (46), other (46), national mood of despair (37), press bias (29), pollution (20), population growth (19), future shock (12), health (7), racial inequities (5), women's liberation (2), and secondary schools-colleges (1).

**41. In what sort of area do you reside?**

**(1) urban (2) suburban (3) rural**

**42-49. Have you ever seriously considered**

| | (1) Yes | (2) No |
|---|---|---|
| moving to a more urban area | ____ | ____ |
| changing your occupation | ____ | ____ |
| murder | ____ | ____ |
| divorce | ____ | ____ |
| suicide | ____ | ____ |
| extramarital affair | ____ | ____ |
| emigration | ____ | ____ |
| a hair piece or transplant | ____ | ____ |

The Class of 1949 is overwhelmingly suburban, with 75.5 per cent of respondents living in such areas; 13.9 per cent are urbanites, and 9.3 per cent live in rural areas.

Two interesting though expectable correlations showed up in relation to residence, political convictions, and opinions. Conservatives were the most likely to say that crime was an important issue; and, the more urban a respondent's place of residence, the more likely he was to worry about crime. (In fact, none of 18 rural dwellers checked off crime.)

Asking these men whether they had ever seriously considered murder or an extramarital affair was a sensitive issue. Some people did not answer some or all of these questions. (At Homecoming, one man told me his wife had forbidden him to answer the affair question—"either way." Others asked if I were the person who had sent out "that Kinsey report.")

In any event, 5.1 per cent did not reply about affairs. Of those who did respond, only 30.6 per cent said they had considered an affair. "They're lying," said one middle-aged Hopkins psychiatrist flatly. But Dr. John Money, whose specialty is sexual psychology, suggests that "They probably thought you meant a *serious* affair, with emotional involvement, rather than an overnight fling when the chance came." Maybe so. But, given the social conservatism apparent elsewhere, I think probably this group really is twice as faithful as the general population.

There was a strong correlation between not attending church and saying "yes, I have considered an affair." Further, the results did confirm folk-lore about the swinging lives of physicians; of all occupational groups, they were the most likely to have considered an affair—about half had done so. Catholics, Jews, and Protestants were equally likely to have considered an affair.

23.6 per cent said they had considered moving to a more urban area. (We conjecture the figure might be lower now, because the gasoline shortage is a more distant memory than it was in April.) A whopping 53.2 per cent had seriously considered changing their occupation, especially those in education, business, or manufacturing. Physicians were least likely to have thought of it, followed by engineers. It is possible that this result indicates physicians and engineers are happiest with their work. However, in a subsequent question asking what each respondent enjoys most in life, no one occupational group stood out as saying work was the most fun.

Only 5 respondents—2.3 per cent—said they had seriously considered murder; 5.6 per cent had considered suicide; 19.9 per cent had considered divorce; 6.9 per cent had considered a hairpiece or transplant, and 14.4 per cent had considered emigration.

A recent Gallup poll concluded that 10 per cent of Americans have considered emigration. It's hard to account for the bulge in the Hopkins figures, but I personally doubt that it reflects disgust with America. At Homecoming, one man did say he thought the figure indicated worry about America's future, but then he was noticeably worried himself about that future. Another alumnus suggested people might wish to emigrate for financial reasons. He and his wife, he said, are considering moving to Spain, where one can still live more economically than one can in the States. Possibly many of the "yes" votes on emigration reflect the higher income level enjoyed by college graduates: for many of these men, early retirement and moving to Europe or Bermuda would be quite feasible. Conservatives, moderates, and liberals were equally likely to have considered emigration.

**50-63. How do you feel about the idea of**

| | (1) like | (2) dislike | (3) no opinion |
|---|---|---|---|
| national health insurance | ____ | ____ | ____ |
| Henry Kissinger | ____ | ____ | ____ |
| the "sexual revolution" | ____ | ____ | ____ |
| the Christmas bombing of Hanoi | ____ | ____ | ____ |
| four-day work week | ____ | ____ | ____ |
| Walter Cronkite | ____ | ____ | ____ |
| Muhammed Ali | ____ | ____ | ____ |
| Alaskan pipe-line | ____ | ____ | ____ |
| year-round daylight saving | ____ | ____ | ____ |
| firing of Archibald Cox | ____ | ____ | ____ |
| gas rationing | ____ | ____ | ____ |
| Howard Cosell | ____ | ____ | ____ |
| prayers in school | ____ | ____ | ____ |
| gun control | ____ | ____ | ____ |

THE ITEMS on this question were chosen primarily for topical interest, and little meaningful analysis was possible. It is interesting, however, that there was no correlation between concern over crime as an important issue and a liking for gun control. Conservatives were more likely to indicate dislike of gun control than were moderates or liberals—even though they were the most worried about crime.

Results for the list as a whole were as follows:

| | like | dislike | no opinion |
|---|---|---|---|
| national health insurance | 102 | 92 | 15 |
| Henry Kissinger | 179 | 14 | 17 |

*The Saturday night dancing. This 25th Homecoming was the first to which wives were invited; about one-third of the men did bring their wives. At previous Homecomings, sitting around talking had taken the place of dancing. But there still seemed to be plenty of time for talking.*

*Marvin Specter said he came to talk, "to see people before the opportunity leaves one—and, I suppose, because 25 is an accepted watershed. It's a point of reference" for thinking about the past "and not least about what you will be."*

Baltimore Sunpapers

*This undergraduate photograph of George Mullinix '49, who died unexpectedly in April, is a sad footnote to an otherwise joyful event, added here at the request of Milton Roberts '48. Roberts wanted Mullinix's three sons to know that "Mully" was a very special person to those at Hopkins from 1944 to 1950. A Little All American football player, he was one of the principal originators of H-Day, helped originate the campus radio broadcasts from Levering Hall, and helped rededicate the Layfield Memorial near Gilman Hall. Roberts cited his "fertile mind and driving personality which helped revive Hopkins's slumping athletic fortunes." In later life, Mullinix was a successful businessman in Baltimore.*

| | | | |
|---|---|---|---|
| the "sexual revolution" | 75 | 85 | 43 |
| the Christmas bombing of Hanoi | 68 | 84 | 54 |
| four-day work week | 97 | 84 | 28 |
| Walter Cronkite | 115 | 41 | 54 |
| Muhammed Ali | 39 | 118 | 52 |
| Alaskan pipe-line | 157 | 37 | 17 |
| year-round daylight saving | 122 | 71 | 18 |
| firing of Archibald Cox | 46 | 114 | 49 |
| gas rationing | 34 | 159 | 17 |
| Howard Cosell | 40 | 105 | 64 |
| prayers in school | 117 | 53 | 40 |
| gun control | 151 | 47 | 12 |

**64. Have you ever smoked pot? (1) yes (2) no**

**65. Do you attend religious services**
**(1) regularly (2) occasionally (3) never**

**66. What was your earliest formal religious affiliation?**
**(1) Catholic (2) Jewish (3) Protestant (4) none (5) other**

**67. Do you believe in life after death?**
**(1) yes (2) no (3) uncertain**

I HAD expected perhaps a quarter of this group to have tried marijuana; they are the parents of high school and college youngsters, and I felt they might well be curious about this substance that is part of their children's ambience. Pot has been available to almost any interested person for the past few years. However, only 5.6 per cent had ever smoked pot; 93.1 per cent had not; and 1.4 per cent did not answer.

At Homecoming, one man told me about some pot and smoking equipment he'd found in his car. Both of his daughters denied any knowledge of how it could possibly have come to be there, and he concluded that a stranger must have left it in the car, perhaps to avoid arrest. This alumnus kept the pot in the house for some months before he finally got around to flushing it down the toilet. "Weren't you ever curious?" I asked. "Did you think of trying it?" He looked surprised. "No, come to think of it, I never even considered it."

The Class of 1949 attends religious services: 43.1 per cent do so regularly, and 38.0 per cent do so occasionally (meaning, one supposes, Easter or Passover). Only 17.6 never attend services. According to the National Council of Churches, this attendance is about average for the age group. However, since college-educated people as a whole are less religious than the general population, this group probably is unusually "churchy." Protestants predominate in the class: 60.6 per cent of the respondents listed Protestant as their earliest religious affiliation; 16.2 per cent were Catholic; 19.0 per cent were Jewish; 1.4 per cent listed no early religious affiliation; and 1.4 per cent listed "other" (including several Friends). 38.0 per cent believe in life after death; 32.4 per cent do not; and 26.9 per cent are uncertain.

Conservatives were more likely to believe in life after death and, conversely, the more liberal the respondent the more likely he was to say he did not believe in life after death. Engineers were most likely to believe in life after death, followed by educators, while alumni in medicine, business, and manufacture were least likely to do so.

**Who is your most admired American man?** _____

**Who is your most admired American woman?** _____

**Who is your most admired international figure?**
**(can be American)** _____

In a broad sense, the reaction to these questions about hero figures was summed up by one man's response: "Where have all the flowers gone?" Out of the 209 questionnaires analyzed on these non-computerized questions, 28.2 per cent of respondents made no attempt to name heroes. Of the 150 who did try, 6 could name no most admired American man; 25 could name no most admired international figure; and 34 could name no most admired American woman. (These numbers do not, incidentally, reflect the presence of answers which seemed to us to be jokes: Sophia Loren and Raquel Welch as admired international figures, for example. Such answers were counted as answers, and even so the totals seem rather low.)

The most admired American men were as follows: Henry Kissinger 27; Richard Nixon 12; Abraham Lincoln 11; Barry Goldwater 8; Dwight Eisenhower 6; Harry Truman 6. There were four votes for each of the following: "me," John Gardner, Ronald Reagan, Judge John Sirica, "my father," and Billy Graham. Ralph Nader, Thomas Jefferson, and Elliott Richardson each got three votes. The remainder of names were predominantly political figures, including one vote for Hopkins alumnus Spiro T. Agnew '40.

The most admired international figures were as follows: Henry Kissinger 59; Winston Churchill 15; Golda Meir 11; and Richard Nixon 6. Pope John XXIII got three votes, and the remainder ranged from Gandhi, Albert Schweitzer and Dag Hammarskjold to Tom Rooney, Billy Graham, and Jacques Cousteau.

In looking at the names given for most admired American woman, we get a rather odd picture. "My wife" is the run-away winner, with a count of 34, or 45 per cent of the total listing. It is possible that this phenomenon reflects a touching domesticity; but when one compares it with the 4 votes for "my father" it seems more likely that it reflects an inability to think of a distinguished woman.

Mrs. Richard Nixon, with 8 votes, came before Rose Kennedy (6), and Billie Jean King (5). "My mother," Katherine Hepburn, Eleanor Roosevelt, and Clare Boothe Luce were each mentioned three times. A few Hopkins figures do appear: Helen Taussig (MD '27) for two votes and Joyce Kaufman ('49, PhD '60) for one. Most of these women, it should be noted, are creations of the media or are prominent because of who they happen to be married to (or parent to).

Unlike the international or male American lists, many of the women's names appear to be private references: for example, "Zelda Zilch (confidential)" (nor was Zelda Zilch the name given), or the more open "my mistress." It seems strange to find Linda Lovelace, Grace Kelly, and Barbra Streisand mixed in with Harriet Tubman, Pearl Buck, Rachel Carson, Margaret Mead, and Helen Keller. Such dissonance was not apparent in the other two lists.

On all but the woman's list, a noticeable number of the heroes are dead. And without (as one man wrote, quite sure we would know) "Henry the K," respondents could have been graveled on all three questions.

*Joel Abrams is the chairman of the civil engineering department at the University of Pittsburgh. He thinks civil engineering is the engineering field of the future, and says it now has more to do with "human engineering" than with sewers. How can cities be made liveable?*

*Abrams was pointed out to me by several of his classmates as "the smartest of the engineers." He makes wine at home, and has a friend who even makes celery wine. "Anything you can squeeze will work." But Abrams sticks to grape wine. "If you can't be snobbish about it, why be a wine-maker?" he said jokingly.*

**What three books have you most recently read?** _____

_____

_____

**What do you enjoy most in life?** _____

_____

166

*Rob Roy '28, dean emeritus of engineering, was one of the invited guests at the class dinner, along with Gardner Mallonee '28, the lacrosse great; Marshall Turner Jr., MA '51, retired director of athletics; and Os Steinwald '28 and his wife Min. Os Steinwald played the university ode on the piano, and the class was directed in their singing by Conrad Gebelein ("Gebby"), the (technically) retired band leader. No one knew the words. According to Reds Wolman, no one ever has. "Os has done it again—and so have we."*

A THOROUGH analysis of the books read was not possible in the time available. Most of the books came from the best seller lists of the last several years; there were some mysteries; many work-related books; a number of how-to books (including a noticeable quantity of garden books and of how-to-survive-the-coming-financial-crisis manuals); and a number of history books.

In response to the question about what they enjoy most in life, many alumni listed more than one thing. We confined our analysis to the first item mentioned, and found it interesting that only 31 men—14 per cent—gave an answer that had to do with their job; 14 per cent did not answer; and 72 per cent named something else. Of that 72 per cent, "family" and "children" account for 37 per cent, with the other answers scattered more or less evenly among sex, traveling, sports, friends, good food, and something often phrased as "life in general." Pop sociologists have informed us all for years that the American male is unhealthily obsessed with his work, but this group does not confirm the stereotype.

**If you had to describe your essential self in three or fewer words, what would those words be?**

THIS QUESTION, in effect, is an imprecise verbal Rorschach. Individual answers were variously evocative, humorous, and matter-of-fact: loving-working-helping; durty olde manne; tall-bald-tired; short tempered-ambitious-hard worker; poor-stupid-ass; handsome-debonair-rich; steady-dependable-ordinary; sincere-traditional-cautious; intelligent-conservative-self centered; uncertain-hopeful-stoic; male-47-unemployed; patient-determined-organized; energetic-compatible-sincere; loyal-shy-reliable.

Obviously, without more information, there is no legitimate way to use these self-characterizations to tell us much about any individual. But this series does tell us a considerable amount about the group, some of it mildly surprising.

Back in March 1974, an enterprising reporter for the *San Francisco Examiner & Chronicle* cornered psychiatrist Walter Menninger and asked him what he thought about reunions; Menninger thought many people were nervous about them. "As we look at the wrinkles and gray hair on our old friends we're faced with our own mortality," he told the reporter. He added that the 20th, 25th, and 30th reunions hit people at their "mid-life crisis," which Menninger told the reporter is "the point where you realize you're not going to be able to accomplish all the goals you originally set for yourself." It's a time for sorting out and relinquishing fantasies about oneself and the future, Menninger said.

On this assumption, one would expect a note of tired defeat in the self-descriptions. However, that was not the case. Four men used the word frustrated; three describe themselves as insecure; three say they are uncertain; and one man used the word failure, as his total self-description. The words "self-centered," "hedonistic" and "tired" appeared twice apiece. Nineteen other words indicative of anomie or frustration appeared once. But these words are such a small proportion of the 453 words used in response to the self-description question that one can scarcely say this group is suffering from middle-aged slump. Many respondents seemed to be using this lovely anonymous questionnaire to let off steam. For example, asked about consideration of murder, one man wrote in the margin, "Sometimes I'd like to push the button on the whole human race." Under these circumstances, it seems reasonable to think anomie and frustration would show if they were there. Apparently they were not.

Hopkins psychiatrist Jerome Frank, past president of the American Psychopathological Association, comments that a man of 48—a reasonable estimate for the age of the Forty-Niners—used to be, and to think of himself as on the downslope (as per Menninger). But now, says Frank, with greater life expectancies, the mid-life crisis occurs later in life. "Now being 48 is more like entering Phase II."

Two additional findings: Role words (father, capitalist, professor) appear only 12 times; and words indicating gender as part of these men's basic identity were also scarce. The word "male" occurred twice, "man" twice, and "lover" once. That was all.

The words that do appear frequently refer to the work ethic and to basic personality traits possible in either sex. They are overwhelmingly favorable: *honest* 22; *conservative* 16; *hardworking* 11; *intelligent* 9; *happy* 6 (not including one man who called himself "relatively happy"); *loyal* and *sincere* 6; *introvert* 5 (not including one man who called himself "an extroverted introvert"). The following words appeared five times apiece: *conscientious, sensitive, industrious,* and *reliable.* The italicized words give a good description of the group, as a whole—these nice serious-minded men who do go to church, don't have affairs, and enjoy their family life most of all.

**If you had to describe Johns Hopkins University in three or fewer words, what would those words be?**

---

RESULTS OF this question paralleled results from the questions about the value of Hopkins personally and professionally. The alumnus who responded that Hopkins was "excellent educationally, poor socially, only moderately warm" may stand as a model of the response.

More specifically, 48 of the 209 respondents did not attempt to summarize the institution. Of those who did, 96 responded favorably; 29 held negative views; 22 had a mixed impression of the university; and 14 answers could not be interpreted. ("Liberal," for instance, may or may not be praise, depending on who uses the word.)

For purposes of analysis, we made a compendium of the words and divided them into categories of meaning-clusters. Variations of *excellent* (best, superior, great) were most common: 35. The next most common idea was *academic* (scholarly, intellectual, learned, theoretical and the like) with a count of 33. Next, at 27, were ideas which we grouped under *good* (worthy, worthwhile—words less strong than excellence but still unquestionably general praise). Variations of *progressive* (contemporary, dynamic, innovative, leadership) occurred 25 times. *Prestigious* (famous, esteemed, renowned), 19. *Stimulating* (demanding, challenging): 17.

But: *Impersonal* (aloof, distant, cold) occurred 16 times. *Expensive* (costly) appeared 15 times. The word *elite* (selective, exclusive) occurred six times, but the more pejorative *elitist* (snotty, snobbish, arrogant, smug, pretentious) occurred 11 times. There were 14 votes for *traditional* (heritage, enduring); 7 for *isolated* (oasis, provincial, insulated); 9 for *small* (community, personal, responsive); and 4 counts of *large* (including one "too big"). Four alumni said specifically that Hopkins used to be better.

It is notable that only one man used the word "coed," even though the undergraduate college has been coed for four years now. "Incompetent degenerate mess," "science solves all," "veritas vos liberabit," and "rusts on laurels" (yes, you read it right) were four answers with particular verve.

**Your sex is male female**

**Your age is closest to**

**20 30 40 50 60 70 or over**

*John T. Brown is a marketing consultant with IBM, working with major international corporations, especially in the petroleum and chemical fields. A Baltimore native—as many of the men at Homecoming were—he was trained as an industrial engineer. Now, however, he reads history, is an authority on antiques, and has kept a vegetable garden for the last 15 or 20 years.*

*Why did he come to Homecoming? He was curious about what his classmates have done, what their occupations are, what their status is. "One becomes very conscious of how well you stack up against your peers." But he also wanted to know what they do in their communities. "A job is only one facet of your life." Brown and his wife were among those responsible for the establishment of a residential facility to treat middle-class young drug addicts, near his home town of Newton, Pa. Treatment, he said, is almost impossible to get unless you're very poor or very rich. This facility, using modified confrontation therapy, is considered a model and is the thing in John Brown's life that he is most proud of.*

**Your earned annual income is**

_____below $10,000
_____$10,000-15,000
_____$15,001-25,000
_____$25,001-35,000
_____$35,001-60,000
_____over $60,000

**You attended**

_____School of Hygiene and Public Health
_____Homewood Undergraduate
_____Homewood Graduate
_____School of Advanced International Studies
_____School of Medicine
_____School of Health Services
_____Engineering College
_____Evening College

THE INFORMATION above was not asked of the Class of 1949, but would be essential to analysis of questionnaires sent by other alumni. You will note that we do not ask for your name, geographical location, employer, or other tell-tales. If you would care to expand on your answers to any of these questions, and to send in the questionnaire pages, please feel free to do so. Thank you for your patience.

The editor would like to thank members of the Class of 1949 for their help and hospitality; they have been most gracious guinea-pigs. This sampling may or may not be typical of the Class of 1949, and the Class of 1949 may or may not be typical of Johns Hopkins alumni as a whole. But at the least it was a nicely limited experiment, and certainly it has been fun for the magazine's staff.

*The singing, the glow: Homecoming is like "the old hokum of graduation." It's easy to laugh about it, but it means a lot to the people who were there.*

# THE SHOCKLEY REPORT

This report is based on the survey
that appears on page 139 of this handbook.

VANDERBILT alumni express pride in the University and have a favorable perception of the Alumni Association. A majority of them would be willing to pay dues to strengthen the Alumni Association. These are conclusions of a two-month survey of Vanderbilt graduates recently completed by Shockley Research, Inc., a Nashville marketing research company.

The research firm was employed by Jeff Carr, vice-chancellor for University Relations, and William H. Meadows, director of Alumni Relations, to profile alumni and gauge their opinions and attitudes toward Vanderbilt, including their attitude towards the alumni dues program that had been proposed. Shockley Research interviewed 500 scientifically selected Vanderbilt alumni representing a cross section of the alumni body. Of those surveyed, 65 percent had made gifts to Vanderbilt within the past three years; 35 percent had not. Interviews were conducted by telephone, usually in the evening, and the surveyors found the Vanderbilt alumni to be cooperative. "Perhaps the most striking thing about this study," said Jack Shockley, president of the company and a Vanderbilt alumnus, "is the positive nature of alumni response and the evident high regard they have for the University."

Shockley said that 97 percent of the alumni surveyed, a statistic he called "overwhelming," would recommend Vanderbilt to a friend, and that nine out of every ten would want their children to attend Vanderbilt. When asked to rate Vanderbilt academically on a scale from one to six, alumni averaged 5.17; when asked to compare Vanderbilt to another university, they most often chose Duke, followed by Emory, Tulane, Virginia, North Carolina, Harvard, Yale, and Rice.

"The Alumni Association is also given a high rating in the study," Shockley said, "with 87 percent rating it excellent or good." When asked to rate services that the Alumni Association provides or might provide, alumni gave "information about Vanderbilt" highest priority, with more than 90 percent perceiving *Alumnus* magazine and *Vanderbilt Today* as "important or somewhat important." "Alumni as a rule welcome news and information about the University and seem even hungry for it. . . . The interest in information is true of a large majority of each of the sub-groups in the study, even non-donors," the Shockley report stated. In addition, "news about alumni," "assistance in recruitment of students," and "assistance in advising students about careers" rated high, over 80 percent of alumni supporting these services. More than 70 percent felt that continuing education programs and support for local Vanderbilt clubs were "important or somewhat important."

Breaking these statistics down into age groups, alumni fifty years or older thought "news about alumni" more important than did alumni under age thirty-five, while younger alumni considered student recruitment and career counseling more important than did their elders. Surprisingly, older alumni expressed most interest in educational programs.

And yet, when asked, unprompted, to name a service already provided by the Alumni Association, Reunion was mentioned most frequently, and most alumni said that Reunion and Homecoming would be the events most likely to attract them back to campus.

Despite the high regard alumni have for Vanderbilt, Shockley reported that alumni feel Vanderbilt's stature has been slighted outside the Southeast. "There is an apparent need to get Vanderbilt's name publicly known to a greater degree across the country," he said. "This is mentioned frequently by alumni when asked for general comments near the end of the questionnaire."

Other comments concerned the need to improve the relationship between alumni and the University, with alumni stressing better organization by class or school and asking for alumni directories and current University catalogues. One alum asked for "more information about the new students." Said another, "I've got a daughter getting ready to go to college. I'd like information about freshmen and entrance requirements."

## Demographic Profile of the Vanderbilt Alumnus/Alumna

| | *All Alumni* | *Alumni Outside Nashville* | *Nashville Area Alumni* |
|---|---|---|---|
| Average Age | 43.1 years | 42.7 years | 44.6 years |
| Average Annual Household Income | $52,062 | $51,580 | $53,826 |
| Average Education (Years) | 17.8 years | 18.5 years | 16.9 years |
| Marital Status | | | |
| *Married* | 79% | 79% | 80% |
| *Single-Never Married* | 17% | 18% | 14% |
| *Widowed* | 2% | 2% | 2% |
| *Divorced* | 2% | 2% | 3% |
| Household Size (Number of Persons) | 3.0 | 3.0 | 2.9 |
| Male Heads of Household Employed | 82% | 82% | 81% |
| Female Heads of Household Employed | 42% | 45% | 35% |

One of the more interesting results of the Shockley Report was the demographic profile compiled from information gleaned from over 500 alumni, scientifically selected from a list of approximately 38,500 alumni. All interviewing was conducted by telephone, most of it in the evening with the respondent at home. "Our interviewers experienced excellent cooperation and a positive attitude and spirit," Jack Shockley said, "almost without exception." But one alum expressed the merit of the survey even better than Shockley. "Perhaps one of the tests of a university is its alumni. If the university wants to get a pulse on how the university is doing, then take a look at the alumni, anytime, to see how well they are doing, and that gives you feedback as how the university is preparing students. Financial success is not the only measure of success, though."



©1982 The Vanderbilt Alumnus;
reprinted by permission.

As if to reply in counterpoint, other alumni expressed their concern about rising tuition. "I'm disappointed that the tuition is so high that we cannot send our child to Vanderbilt," said one.

Although most agreed with the alum who said that Vanderbilt "needs to continue the course to become a national university such as what Stanford achieved in the last twenty years," at least one alum disagreed. "I think [Vanderbilt] has lost its Southern orientation. . . . That is why I went there in the first place."

The athletic program elicited the most controversy. Many alumni agreed with one who said, "I don't think [Vanderbilt] needs to worry about their sports. I think it would lower their standards. . . ." Others felt Vanderbilt should "continue the commitment to athletic excellence within the rules and within academic excellence. The public perceives a university 80 percent from its athletics." Many felt that, at any rate, Vanderbilt should "get good or get out of the SEC."

Several alumni spoke about what one called "a class difference." "I think they need to make an effort to create a diversity of student body," said another. "It's too homogeneous. There's been a wider perspective in the last five or ten years. Maybe the alumni can do more to recruit minority students."

SHOCKLEY polled alumni in detail regarding the proposal to institute a dues program in order to increase the level of service provided by the Alumni Office. The survey sought to determine not only how individual alumni would respond to a dues program but how they thought their fellow alumni would react. A total of 57 percent said they think Vanderbilt alumni will pay dues to strengthen the Alumni Relations program; 52 percent said they would pay dues themselves. "The overall response of the alumni to the concept of dues was quite positive," Shockley said. He recommended the $25 figure "because it was favorably received in the alumni survey, and because it is an amount that is successfully collected by other schools. . . ."

The survey indicated that 61 percent of alumni will expect additional services in return for their dues. At the same time, 54 percent said that if they paid dues they would be more likely to be active and participate in alumni programs.

"The overall attitude of Vanderbilt alumni is healthy and positive," Shockley said, "both toward the University itself and the dues matter. In fact, our survey's primary conclusion is that a dues program would be an extremely successful program."